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ABSTRACT

This collection provides papers, study reports, and document abstracts related primarily to community college education in Texas. Section I, which presents institutional studies, papers, and reports, begins with a summary of a study by Amarillo College of the 4-day class week in Texas. community colleges. Next, David A. McKay reports on a community survey of the postsecondary educational needs of disabled persons in Travis County. After James A. Swindling outlines an academic intervention system for students at Eastfield College, Clarence Ates and others analyze the effects of two modes of instruction on career decision-making abilities. Next, R. B. Golemon presents a list of state organizations of instructional administrators, and Milton L. Smith summarizes a study of the status of part-time faculty in private 2-year colleges in the United States. Dayton Young Roberts then outlines strategies for personalizing the college learning climate. Section II provides abstracts and excerpts from reports and dissertations on program development, Frank Phillips College's economic impact on its locality, career guidance for handicapped students, management functions, counseling priorities, student attrition, and enrollment trends among older adult students. Section III lists relevant dissertation titles from Texas A & M University and the University of Texas at Austin. Appendices include research committee guidelines and a bibliography. (HB)

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JUNIOR AND COMMUNITY COLLEGE RESEARCH

TEXAS, 1981 - 1982

THE 1982 RESEARCH REPORT TO THE TEXAS ASSOCIATION OF JUNIOR AND COMMUNITY COLLEGE INSTRUCTIONAL ADMINISTRATORS

BY

THE RESEARCH COMMITTEE

JUNE, 1982

JC 820 359

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PREFACE

The Reserach Committee of the Texas Association of Junior and Community College Instructional Administrators assumed the responsibility for organizing a program for the annual winter meeting. The program topic, An Overview of Faculty Development, was explored in four separate presentations:

Development Activities at the National Level,
Dr. Bob W. Miller, North Texas State University

Development Activities at the State Level,
Donald G. Bass, College of the Mainland

Inservice Training Needs for Administrators,
Dr. Robert J. Stalcup, Texas A&M University

Review of Development Literature; Trends and Recommendations,
Glenn Ross Johnson, Texas A&M University

The committee adopted revised guidelines for reports submitted for publication. A copy of these guidelines is included with this report. This committee maintained a close working relationship with university professors involved in educational programs which prepare junior and community college administrators and faculties. The participation and efforts of our university colleagues have added greatly to the work of this committee and to the viability of our State association.

A number of institutional research studies have been included in this report. The results of these studies will undoubtedly assist other instructional administrators who encounter similar problems.

The committee wishes to express appreciation to all who have responded to the "call" for research papers.

Noel H. McCoy,
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I

INSTITUTIONAL STUDIES, PAPERS AND REPORTS

A

SUMMARY OF INFORMATION GATHERED ON THE FOUR-DAY CLASS WEEK IN TEXAS COMMUNITY COLLEGES

by

Amarillo College

January, 1982

SUMMARY OF INFORMATION GATHERED
ON THE FOUR-DAY CLASS WEEK IN
TEXAS COMMUNITY COLLEGES
BY AMARILLO COLLEGE

Questionnaires pertaining to the prevalency of the four-day class week as the format for instruction were mailed to the presidents of the 47 Texas community college districts in December of 1981. A total of 42 responses was received by the January 15, 1982, deadline for inclusion in the summary of results.

The data which follows was taken directly from the questionnaires. Although many of the written responses were similiar, it was decided the reader would benefit from the "feeling" of the responses by giving the verbatim reply of each respondent. Therefore, no summary of the written responses was attempted for the open-ended questions (Questions 7 through 12).

Of the returned questionnaires, 17 were from colleges which maintain the traditional five-day class week in the regular and summer semesters; 2 were from colleges which had experimented with a four-day week and then returned to a five-day week; 15 were from colleges offering the four-day class week in the summer only; 7 were from colleges utilizing a four-day class week all year; and 1 from a college using a 4½-day class week in the summer.

Responses, as might be expected, support the time format utilized. Summaries of Questions 1 through 6 are followed by the written replies to the open-ended Questions 7 through 12 for each group of respondents.

Rationale for Continuation of Five-Day Class Week

Seventeen (17) colleges indicated that they did not utilize the four-day class week in either the summer or the regular semester terms. Only 4 of the 17 indicated that they would consider going to a four-day class week.

The stated rationale from these institutions for remaining on a five-day week are as follows:

Our college serves too many part-time students.

Most clock-hour programs require a five-day program.

Hard to justify salaries--hard to explain to taxpayers since they don't understand even after the explanation.

Our present classroom utilization rate makes it impractical to squeeze five days of classes into four. We don't have the space without forcing two "prime time" periods into the mid-afternoon.

Our college offers classes of 3, 6, 9, 10, and 12 weeks in length. Some courses meet 2 or 3 nights per week. All have worked out to be satisfactory. We have not had reason to experiment with four-day classes and, at present, do not have plans to offer any.

Ineffective use of facilities. If anything, we would move toward a six-day schedule of activities.

Have already considered, studied very carefully, etc., and decided not to do it.

Large residence hall population on campus. Facilities tightly scheduled already between 8 a.m. and 1 p.m.

We considered going into a four-day summer week but did not receive enough support to take this action. Instead, we decided to close two large buildings which were underutilized during the second six-week summer session. We also discouraged the use of the college buildings after regular college hours as much as possible. Early next spring, we will initiate a study that would consider reducing our regular five-day week during the fall and spring semester to a 4½-day week.

Vocational, science, and health science not workable on a four-day basis; therefore, could not close. Also, staff must work 10-hour day--too long.

Dorms!!

Four-day week would not be conducive to efficient work flow.

Difficulty in scheduling clock-hour courses.

Colleges Reverting to Five-Day Week

Two (2) institutions indicated that they had at one time offered a four-day class week but had returned to a five-day week. One (1) of the 2 institutions did not indicate a reason for returning to the traditional five-day class week. However, the second institution gave the following information.

> For many years, we have had a four-day week for the summer sessions; however, this summer we have planned to have a five-week, five-day session for our summer school so as to allow the seniors to finish their high school program before having to enter college. The four-day week caused many seniors to have to register before they had finished their high school work. We feel that the five-day summer schedule will allow us to give seniors more time to register and to allow us a break in the late summer before we began the fall registration.
>
> A few years back we proposed a four-day week throughout the school year and worked out the necessary schedules. However, we did not instigate this program at that time. We have considered a four-day week several times; however, it has never come about. There are some definite advantages to the four-day program but also there are some disadvantages.
>
> Some advantages we feel might be good for the college: (1) buses would run four days, (2) institution buildings could be closed one extra day a week, (3) it would allow the working student to schedule two-day sessions for college, and (4) commuting students would have less number of days to travel. Disadvantages would be (1) working students would have to attend long hours each

day, (2) students left on campus would have long monotonous weekends, (3) faculty would not be available for counseling as many hours a day, and (4) labs are more difficult to schedule.

Another institution reported that it was currently scheduling a 4½-day class week; however, that data was not included in the information which follows.

Responses of Colleges Offering Summer Only, Four-Day Class Week

The advent of the four-day class week in Texas community colleges is relatively new. Most Texas colleges utilizing a four-day week implemented the schedule between 1977 and 1981. One (1) college, however, reported that the four-day summer class week was started in 1959, and 2 others reported initiating a four-day class week in 1974.

In almost every instance, the consideration of the four-day class week was initiated by the administration. Students, staff, or committees of the college were identified only once as initiators. In 2 instances, the faculty was responsible for suggesting the four-day class week.

Once the idea was initiated, opinions of students, faculty, staff, and administration were sought in the majority of the cases. In only 1 instance was the community consulted. Three (3) colleges surveyed sister institutions to determine practices before implementing a four-day class week.

According to the respondents, the attitudes of all constituent groups of the college have been overwhelmingly in favor of the four-day week. In only 2 instances, 1 in the staff category and 1 in the administrative category, were unfavorable responses reported. Three (3) colleges

reported that they did not know the response of the community toward their four-day class week. One (1) college reported that it was unsure of the staff's opinion of the four-day class week.

All 15 respondents in this category reported that classes were scheduled on Monday through Thursday.

While all the colleges were reportedly "closed" for classes on Friday, 9 of these colleges kept at least some administrative or informational offices open to the public.

Responses to Questions 7.c., d., e., and f. are as follows.

7.c.--Services provided on campus.

(2)--All administrative offices.

Central offices provide information in response to questions.

7:45 a.m. to 5:15 p.m. (Monday through Thursday) and 7:45 a.m. to 11:45 a.m. (Friday).

All support.

Admission information for prospective students who contact the campus on Fridays in the summer.

7.d.--Faculty; 7.e.--Staff; and 7.f.--Administration

Summer faculty are part-time employees. Thus, much of the above does not apply in the summer.

Switchboard and Registrar's Office (maintenance not required to turn on air conditioning).

(2)--Staff and administration work ten hours a day for four days.

Faculty are expected to schedule their 35-hour work week in four days--Monday through Thursday. Staff and administration work Monday through Thursday 7:45 a.m. to 5:15 p.m. and Friday 7:45 a.m. to 11:45 a.m.

Staff and administration work Monday through Thursday 7:30 a.m. to 5 p.m. (one hour for lunch) and Friday 8 a.m. to 12 noon.

Some staff work extended hours for four days; others work five days. (All work regular number of hours.)

Faculty, staff, and administration are required to work 37½ hours per week (four days).

Four 10-hour days (equivalent loads for regular work).

In summary it would appear that faculty are not expected to be on duty on the fifth-class day while staff and administrative personnel must either work part of the day on Friday or work longer hours the other four days of the week.

Programs Which Continue to Operate on A Five-Day Week

The most often mentioned classes which continue to meet on a five-day class schedule were either in the allied health or in clock-hour programs areas.

Responses to Question 8 are as follows.

8.--Please list any instructional programs which continue to operate on a five-day week even though most programs are on a four-day week.

LVN, ADN, and criminal justice.

(3)--None.

Medical technology and LVN.

(3)--No response.

Clock-hour programs (vocational nursing, etc.).

(2)--LVN program.

Child care center, physical fitness center, and respiratory therapy.

One of our colleges remains open; the others are closed.

Vocational nursing, surgical technology, radiography, respiratory therapy, and other classes requiring clinical--these are held at local hospitals, however.

Nursing, cosmetology, any clock-hour programs.

Special or Innovative Programs for Fifth Day

None of the colleges in this category reported any special plans or activities for the fifth day.

Responses to Question 9 are as follows.

9.--Have you planned any special or innovative programs for the "fifth" day? Please specify.

No plans.

(4)--No response.

No, this would defeat the purpose of energy conservation.

(8)--No.

We close the buildings and turn off the air conditioners.

Advantages of Four-Day Class Week Schedule

The most often mentioned advantage of the four-day class week was the energy savings. The next most frequently mentioned factor was the improved morale of both the students and employees. Student savings in reduced travel to and from the college campus was also mentioned by one-half of the respondents. One-third of the respondents reported that opportunity for student employment was greatly enhanced.

Employers reportedly preferred to having a student to work on the fifth day (Friday).

Responses to Question 10 are as follows.

10.--In your opinion, what are the major ADVANTAGES of the four-day college week?

Students, faculty, staff, and administration enjoy three-day summer weekends, utility savings, and part-time employers are pleased to have students on Fridays.

Cost savings to college and student commuters--also, tighter scheduling gives you extra day for administrative work with faculty.

Electrical cooling turned off for three days. Transportation savings. Student employment opportunities are extended. Morale was higher. Savings for child care.

Saves energy. We shut down the cooling systems on Thursday evening and have documented considerable saving. It also seems to be good for faculty and student morale.

Reduces energy costs (student--gas, facilities); morale--three-day weekend; aids working students.

Morale and saves energy.

Since a large number of our students are night students, it fits well with their program; also, day students like it; savings on utilities and auxiliary services, e.g., food service, security, custodial.

Saves utilities; students like it.

Student saving of energy--three-day weekend requirements--energy savings at college-positive response by students and faculty.

No response.

None.

Energy conservation both for the institution and students--the students save one trip per week.

Saves energy (fuel, etc.); maintains high morale.

Released time for employees and good attitude on part of employees; energy savings (several thousand).

It provides students a better opportunity to obtain part-time summer employment, and at the same time, saves energy costs both for the school and the student.

Savings on energy consumption! (35% the first summer!) Faculty and students love this process--so what better advantage than that?!

Disadvantages of Four-Day Week

The most frequently mentioned disadvantage was that the class periods were too long. Difficulty in scheduling the classes was also frequently mentioned as a disadvantage, especially in classes where labs might have to be scheduled the last period of the morning and run into the afternoon.

Responses to Question 11 are as follows.

11.--In your opinion, what are the major DISADVANTAGES of the four-day college week?

Some complaints about length of each class.

It is difficult to complete the same amount of work in four 10-hour days as can be done in five 8-hour days.

Science instructors have difficulty with length of labs.

Some visitors to campus are unaware college is closed and are inconvenienced.

Changing tradition.

Extended day is tiring. Early hours do not correlate with hours of other businesses.

In some cases, we may be trying to hold classes for a longer period of time each day than is optimal. We have no evidence of this, however.

Fewer meeting times for classroom instruction which is already compressed in six-week summer sessions.

None in the summer.

(2)--None.

Community cannot contact us on Friday. Forty staff dislike long hours (ten-hour days).

None, providing some offices open fifth day for community, prospective students, etc. For long terms, we feel that scheduling would be a major problem.

No response.

No.

Day seems long (especially from 5 to 6 p.m.).

Longer class periods cause some fatigue on the part of some students and some instructors.

I would imagine that instruction suffers some--due to longer sessions.

Unusual or Unexpected Problems

Most of the institutions reported that there were no unusual or unexpected problems.

Responses to Question 12 are as follows.

12.--Other than items listed above, did you encounter any other unusual or unexpected problems or benefits from converting to a four-day week?

No unusual problems.

None.

(7)--No.

(3)--No response.

Additional hours for contracted security.

Laboratories must be scheduled for last period and extended through the early afternoon. Students were unanimously in favor of the four-day week. Only two

instructors (English) objected to the four-day week. Improved student attendance.

We did not expect a 43 percent decrease in our summer utility bills. What a nice surprise!

Continuance of Four-Day Class Week

Of the 14 institutions which currently offer a four-day class week, only 1 reported that it was considering returning to a five-day summer class schedule.

Responses to Question 13 are as follows.

13.--Do you expect to return to a five-day-college week in the future?

(13)--No.

We will maintain the four-day week for the summer terms, but we have no plans to implement it during the fall and spring semesters.

It's great!

We plan to stay on the four-day week for summer only.

For summer terms (only).

We utilize the four-day week in summer only--no plans to incorporate for long semesters.

We will continue the four-day week in the summer.

We remain on a five-day week for the regular semesters. The four-day summer session is a college option--all but one of our colleges have elected to use the four-day summer week!

Not in the summer. We did not feel the long terms would work as well due to our student activity/dorm situations.

Colleges Offering Four-Day Class Week Year-Round

Seven (7) of the colleges surveyed reported that they operated on a four-day class schedule on a year-round basis. Two (2) institutions reported starting the year-round schedule in 1974, 1 in 1975, 1 in 1978, and 2 in 1980. One (1) institution reported that it would start a four-day class week on a year-round schedule beginning in spring 1982.

Of the 7 colleges responding, 6 indicated that the administration had initiated the idea of the four-day class week. For the seventh college, the recommendation originated with an institutional ad hoc committee studying alternative scheduling.

As in the previous group of colleges which offered summer-only, four-day class weeks, colleges offering year-round four-day class weeks polled the students, faculty, staff, and administration before selecting the four-day week. One (1) college also reported contacting the community and other institutions.

The year-round group also reported favorable attitudes toward the four-day class week. Of the 7 institutions in the group, only 1 reported uncertainty of their community toward the four-day class week, and another institution reported that their staff did not care one way or the other. All 7 institutions scheduled the four-day class week on a Monday through Thursday time period.

Only 1 of the 7 colleges completely closed the college on Friday. The other 6 institutions kept at least some offices open (usually advising/counseling, library/LRC, Registrar's Office, and bookstore).

Two (2) of the 7 colleges, including the 1 which was closed on Friday, did not require faculty to be on duty on Friday. Six (6) of the institutions required staff and administrators to observe a regular or slightly reduced work schedule on Friday. Two (2) of the institutions did close their schools at 1 p.m. on Friday afternoon.

Comments under Question 7.

Food service/cafeteria in student center during two long semesters.

Faculty are asked to attend meetings (reduced number) on Friday.

One person each week serves as a night administrator--when that person serves, he/she will be off on Friday.

Offices (staff and administration) close at 1 p.m. Friday.

All administrative offices (are open).

Friday is a workweek (for faculty) if called upon.

The college keeps all offices open.

Instructional Programs Which Continue To Operate on a Five-Day Class Week

As in the group which operated a four-day class schedule during the summer only, nursing, allied health, and clock-hour programs were most frequently mentioned as continuing to operate on a five-day schedule.

Comments under Question 8.

None.

Allied health programs.

(2)--Nursing program.

LVN.

Some clock-hour programs (vocational/technical), nursing, cosmetology, forestry technology, auto mechanics, and welding.

Welding, nursing, and cosmetology.

Nursing, welding, and other technical courses because there are not enough hours in four days.

Special or Innovative Programs Offered on the Fifth Day

Special offerings on the fifth day were relatively sparse among these reporting institutions. Replies ranged from completedy closing the college to offering special Friday only courses.

Comments under Question 9.

Classes have been developed in industrial arts, engineering, and developmental education.

Several "double-period" classes scheduled for Friday ONLY. Several Continuing Education classes scheduled for Friday ONLY.

We have tried to offer courses that meet uniquely on Friday each week. These have been largely unsuccessful. We intend, however, to keep trying in the two long semesters.

Adult seminars--in-service.

Some classes are offered, e.g., English 1311, 9 a.m. to 12 noon Friday only, Mathematics 1311, 9 a.m. to 12 noon Friday only.

(3)--No.

Advantages of the Four-Day Class Week

The most commonly mentioned factor was reduction of utility costs. Equally popular was time for faculty to catch up, plan, and develop curriculum.

Comments under Question 10.

All lesson plans are prepared for uniform class periods; less cost to commuter students; block time available on Friday for professional development.

Attractive to students--recruiting advantage; faculty likes three-day weekend.

Reduces utility costs; allows students to work more each week; provides faculty a long weekend every week; attracts students who want a shorter week of classes.

Saves utility costs; saves cafeteria costs; convenient for working students; gives faculty opportunity to "catch up" on work.

Student recruitment; faculty development time; energy savings--transportation, utilities.

Reduced utility costs; appeal to students and staff; options for Friday--can be used for planning sessions, catch up, etc.

For students--extra-day weekend; day for work, less commuting for out-of-town students. Faculty--day to grade papers, study, etc.

Saves students gasoline (20 percent); saves some on utilities (not much); we get more paper work done on Fridays."

Disadvantages of the Four-Day Class Week

The most commonly mentioned disadvantage had to do with the scheduling of classes and laboratories.

Comments under Question 11.

Fewer class periods for schedule; less time for organized club activity during day; less student-teacher exposure (particularly international students).

Certain faculty believe there is too much time lapsing between Wednesday-Monday and Thursday-Tuesday (classes); some scheduling difficulties with labs.

Puts student activities and organizations at a severe disadvantage; increases the length of the instructional day by scheduling labs later than previously; makes students have to more prudently come and use their days in class--some cannot handle this.

Where there are dormitories, there is little to do for students who stay on campus through the weekend.

Student clubs-activities.

Reduced services to students; some lowered employee production; simple inability to get everything done in four days; restriction of time for planning as opposed to daily operation.

Fast pace for some classes.

Some faculty are displeased (choir, band, science) because of no activity on Friday. What to do with functions usually held on Friday night, Saturday or Sunday afternoon.

Unexpected Problems or Benefits

Most colleges reported that there were no unexpected problems. This would appear to be an indication that the colleges carefully considered the four-day week prior to implementation.

Comments under Question 12.

(5)--No or none.

Not particularly.

No unexpected problems. Benefits have come in the sense of attracting students who might not have come otherwise.

"C" and "F" students really like classes on a four-day schedule. "A" and "B" students (Phi Theta Kappa) do not. They say they do not have the time to study as they do with the five-day week.

Continuance of the Four-Day Class Week

Six (6) of the 7 colleges reported that they would continue the four-day class week on a year-round basis. Only 2 institutions had additional comments.

Comments under Question 13.

(6)--No.

We are in the process of evaluating the effects of four days, may modify our present operations.

Don't make a change unless you are prepared to retain a four-day week forever. Every time we mention the possibility of returning to a five-day week, we have almost a major insurrection; students and faculty alike. Letters to board members, etc.

In the summer of this year (1981), we experimented with the complete four-day week, in an attempt to save on utilities, especially the electric consumption. The college was completely closed on Fridays and the air conditioners were turned off for three days--Friday, Saturday, and Sunday each week. Regular work hours for administration and staff (8 a.m. to 4 p.m. Monday through Friday) were extended to 7:30 a.m. to 5 p.m. Monday through Thursday (35-hour week).

Advantages:

1. People like to work only four days a week.

2. We saved about $6,000 to $8,000 compared to the 1980 summer, though we know that all summers are different in climate and an exact comparison cannot be made.

Disadvantages:

1. People do not complete as much work in extended four days as they do in five. Especially maintenance and custodial. They begin to collapse about 3:30 in the afternoons.

2. We began to see mildew on walls in offices, classrooms, and books in library and faculty offices. This is probably because of our humid climate in the summers. It is necessary for us to have some climate control in our facilities.

We do not plan to do this again. We will retain the four-day class schedule, however.

HDY/maw
02-19-82

B

COMMUNITY SURVEY OF POSTSECONDARY EDUCATIONAL NEEDS OF DISABLED PERSONS IN TRAVIS COUNTY

ADVISORY TEAM REPORT

by

DAVID A. McKAY

Austin Community College

1981

Advisory Team Report

A Community Survey of Postsecondary Educational Needs of Disabled Persons in Travis County was conducted at Austin Community College during the fall and spring semesters of 1980 - 1981. Funded through Title III (Institutional Research) and the office of Academic Affairs (Special Student Services), the project was coordinated by the Coordinator of Special Student Services with major assistance from the office of Planning and Development, the office of Institutional Research, the ACES Career Center, the Coordinator of Title III, and the Coalition of Texans with Disabilities. Special consultation was provided by Dr. Jacquelyn Alexander, of Our Lady of the Lake College in San Antonio, and by a community advisory team composed of Austin area employers and leaders of community organizations of disabled persons.

The advisory group was formed for the purposes of this study in December, 1981; its members provided valuable consultation toward the design of the study itself and toward formulating proposals for planning future services for disabled students at Austin Community College. In addition to formal group meetings held in February and May, members of the advisory team consulted individually with project staff and actively participated in the collection and interpretation of pilot survey data.

The survey report was published in May, 1981 prior to the final meeting of the community advisory team. The team members reviewed the results of the survey and proposed several specific suggestions for future implementation.

The primary postsecondary educational need reflected in this survey is in the area of vocational and career education. It was suggested by

the advisory group that the College focus instructional efforts on providing access to existing college programs and services, rather than attempting to initiate new programs designed to train persons with specific disabilities in specific occupations. The principal barriers appear to be: (a) lack of experience and expertise on the part of faculty and staff in providing classroom and counseling services access for persons with disabilities, (b) lack of information in the community regarding programs and services available at the college, and (c) lack of information about potential career opportunities for disabled persons in the Austin area.

Suggested priorities in providing program access to assist disabled persons in overcoming these barriers are: (a) career counseling, vocational assessment, and job placement, (b) special support services, (c) classroom and curriculum adaptations for disabled persons, and (d) an ongoing program for instructional and staff development to enhance College staff skill in responding to the needs of disabled students. The College is encouraged to develop formal and/or informal linkages with community employers and community organizations to provide opportunities for sharing information related to college programs and services. The following specific suggestions were offered by members of the advisory group.

Information and Communication in the Community

It was suggested that the College focus efforts in outreach to community organizations of and for disabled persons (a) to draw on the resources of qualified disabled professionals in the Austin area, (b) to provide an ongoing base of information-sharing between the College and various segments of the community regarding the needs and concerns of both, and (c) to disseminate information through community organizations about College programs and services to prospective students in the community. A particular concern was expressed regarding recruitment efforts among disabled persons in minority communities. A community advisory committee providing college linkages with community organizations to provide advice regarding direct services and occupational concerns was suggested.

A community advisory committee on disabled student concerns is proposed, to be composed of representatives of the business community and representatives of community organizations of and for disabled citizens, with the following objectives:

1. To advise the College on an ongoing basis in regard to services and programs for students with disabilities, and

2. To provide ongoing informational linkages between the College and the community to share information regarding college programs and services, relevant developments in business and industrial job markets in the Austin area, and community resources available to the College and to ACC students with disabilities.

Instructional Development/Inservice Training

It was suggested that a system for faculty and staff development be considered a priority for enhancing the College's capability in responding to the needs of the disabled community.

Instructional development efforts should not be limited to isolated workshops and one-time experiences, but should be developed as an ongoing resource for faculty and staff who need assistance in regard to students with specific disabilities in the classroom, in the laboratory, and on the College campus. Visible resource materials in the library and visible resource persons in Instructional Development and Student Services are a consideration.

Utilizing experienced, educated representatives of the disabled community - on a continuing basis - through organizations such as Coalition of Texans with Disabilities, Texas Association of the Deaf, Austin Resource Center for Independent Living, and MIGHT! in "close, probably formal, permanent relationships" in instructional development efforts could result in cultivating more sophisticated skills and attitudes on the part of counselors, faculty, and amdinistrators.

Physical Access

The College's efforts and progress in regard to physical accessibility to Ridgeview and Rio Grande was noted. The advisory group suggested that these efforts be continued, and that consideration be given especially to the need for additional parking spaces for disabled persons at Rio Grande and to the need for Braille signs and labels in hallways, student lounges, offices and classrooms. Designated areas for readers for the blind and learning disabled are needed, as possible. Lockers for students to store private adaptive equipment on campus would be very helpful.

Adaptive Equipment for Program Accessibility

Several adaptive equipment items were suggested by members of the advisory team. It was noted that more expensive and more specialized equipment is available for educational adaptation for the disabled, but these suggestions focus on items of moderate cost which should be valuable to students with a variety of disabilities:

*Wheelchairs to be used by students on campus, especially at Ridgeview (manually operated, @ $450. each);

*Tape Recorders (inexpensive) and variable speed tape recorders;

*Perkins Braillers and spare canes for blind students;

*TTY Communications at the Career Center and at Central Offices;

*Computer-assisted instruction.

College Task Force

A college task force to link resources for disabled students is proposed with the following objectives:

1. To develop the College's capability to respond to the needs of disabled students by cooperative sharing of goals and resources;
2. In cooperation with the Career Center (ACES), to develop stronger vocational assessment and advising services for disabled persons and to promote training and employemnt of the handicapped through linkages with area employers and organizations involved in employment concerns of the disabled. (One possible project might be a symposium on training and employment of disabled persons which could be co-sponsored with the Mayor's Committee on Employment of the Handicapped and with the Coalition of Texans with Disabilities, at the Cris Cole Rehabilitation Center, during the Fall of 1981);
3. In cooperation with Student Services, to review and enhance the college's capability to provide counseling, assessment, career exploration, and job placement services for disabled students, and to encourage the participation of disabled students in Career Week and other such programs;
4. In cooperation with the Special Student Services program, to review and suggest improvements in the service delivery system for special student services (notetakers, tutors, interpreters, mobility assistants, special registration arrangements, etc.)
5. In cooperation with the office of Instructional Development, to assist in planning and developing a program for instructional

and staff development to enhance College staff skill in responding to the needs of disabled students, and to assist in involving disabled persons in this program;

6. In cooperation with the office of College Plant Services, to advise and consult with that office regarding physical barriers encountered by students at ACC facilities.

The task force should include representatives of each of the areas indicated, and the members of this group should be encouraged to participate in meetings of the community advisory committee.

Summary of Recommendations — Services for the Disabled

1. Formation of a community advisory committee of employers and representatives of organizations of and for disabled persons, to link the College with disabled populations in the College service area.

2. An Instructional Development program to improve instructional program access for disabled persons.

3. Specific suggestions related to physical access to College facilities and adaptive equipment for program accessibility.

4. Formation of a College task force to coordinate and provide resources for responding to needs of disabled students through Student Services, Special Student Services, Instructional Development, and College Plant Services; and to develop better linkages with community employers regarding employment and vocational training needs through the ACES Career Center.

AUSTIN COMMUNITY COLLEGE

Disabled Student Needs Survey

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Susan Reid, Director of Information Services

A.C.C.

Board of Trustees

Agenda Item

September 8, 1981

10.

SUBJECT: REPORT ON COMMUNITY SURVEY OF POSTSECONDARY EDUCATIONAL NEEDS OF DISABLED PERSONS IN TRAVIS COUNTY

INFORMATION

In order to meet the requirements of Section 504 of the Rehabilitation Act of 1973, and in order to help the College plan better services for the handicapped adults in our county, the College conducted a "community survey of postsecondary educational needs of disabled persons in Travis County" during the 1980-81 academic year. Special assistance was provided by a consultant with support from Title III funds, and additional consultation was provided by a number of professional and community advocacy organizations in the Austin area.

A community advisory group was formed during the Fall Semester 1980. (The membership of this committee is shown on page 9 of the final report, provided under separate cover.) This group met a number of times during 1980-81 to assist in formulatig the survey instrument and in planning data collection procedures for the Austin area. The survey questionnaire was distributed in March of 1981 to a selected list of 924 employers, community leaders, advocates, and disabled persons. Responses were received from 31 percent of these individuals, one-half of whom have, or are considered to have, a disability. The results of this survey were reported to the community advisory group in May 1981 (Community Survey of Postsecondary Educational Services for Disabled Persons in Travis County, provided under separate cover). Members of the group then met several times during the summer to discuss recommendations for planning of future program access for disabled students at Austin Community College.

The focus of these recommendations, as detailed in the report, is on developing the College's capacity to respond to occupational and vocational training needs of disabled persons in the context of the College's ongoing programs and educational services. The advisory group recommended that the College utilize available resources to improve access to ongoing College programs, rather than to create separate programs for students with specific disabilities. A College task force was recommended, to provide internal support for the various College programs and services which are actively involved in providing College access for disabled students. In addition to this internal task force, the advisory group also recommended a community advisory committee on disabled student vocational training and employment concerns, to link College programs with community voluntary organizations and with area employers. Formation of the internal task force is underway; it is anticipated that the community advisory committee will be appointed during the Spring 1982 Semester.

This work represents a cooperative effort on the part of many community organizations dedicated to providing societal access for persons with disabilities. Accommodation strategies at ACC do not focus on the needs of students with any

single disability; rather, College staff members are seeking to provide "cross-disability" program accommodations for students and potential students with any of the major disabling conditions. Access to College programs is provided for the deaf, the blind, the mobility-impaired, and for students with any of a variety of other disabling conditions.

The work of the 1980-81 advisory group lays the foundation for further building a strong working relationship with the community, and it provides a focus on employment, vocational, and occupational concerns to better meet the needs of area employers.

RESOURCE PERSONNEL

David A. McKay, Coordinator of Special Student Services

EXHIBITS (under separate cover)

Community Survey of Postsecondary Educational Services
for Disabled Persons in Travis County
Highlights of Services for Students with Disabilities

C

IMPLEMENTING A PRO-ACTIVE, REALITY BASED ACADEMIC INTERVENTION SYSTEM FOR STUDENTS AT EASTFIELD COLLEGE

by

JAMES A. SWINDLING

Eastfield College

1981

INTRODUCTION

Presently, America is in a "back to the basics" attitude because of nationwide declines in student literacy. Isaac Asimov refers to American society as a "cult of ignorance" because of our apparent anti-intellectual mood for the past twenty years. I do not push for elitism, but I do expect that a community college student can read. As educators we have stated to the public that "learning is the key to life." I submit that we are wrong. Competence is the key to life! And without the ability to read fluently, one major avenue to any competency is blocked.

Eastfield College has a majority of excellent students and very good readers. But too many "poor" readers matriculate into all college courses. This research project deals with attrition/retention/recruitment of "poor" readers. Poor readers are those students ranging from severely handicapped clinical cases through those students reading three years or more below grade level. The questions are:

1. How do these "poor readers" perform in college courses?
2. Does the college/community benefit from allowing its students the freedom to make "real" academic/career decisions even though past performance and basic literacy assessment strongly suggests alternative courses of action?

DESIGN

Through a computer search and retrieval, the project systematically tracked and compared new students at Eastfield College who in the Fall of 1978 scored below 9.0 grade level on the Nelson Denny Reading Test, Form C, Comprehension Subtest, during assessment/advisement prior to registration. The students thus identified were separated into two categories:

DIDDERS - Those students who did take a reading improvement course as well as other courses as the assessment/advisement suggested.

NOTTERS - Those students who did not take a reading improvement course but rather, went directly into the regular college curriculum even though assessment/advisement suggested a real need to improve basic reading skills.

SELECTION RESULTS

Only those students who took the assessment of basic skills at Eastfield College and had advisement prior to registration were selected for this study. Students from April 10, 1978 through August 14, 1978 were included. Although many other students took the assessment package during Fall, 1978, they were not included because they did not have adequate information prior to registration. Of the 2,691 students assessed only 898 students received scores with the advisement process prior to registration.

STUDENTS WHO TOOK ASSESSMENT AFTER REGISTRATION.....	1793	= 66%
*STUDENTS WHO TOOK ASSESSMENT PRIOR REGISTRATION.....	898	= 34%
TOTAL STUDENTS	2691	=100%

NELSON DENNY SCORE ABOVE 9.2 READING GRADE LEVEL....	586	= 66%
*NELSON DENNY SCORE BELOW 9.0 READING GRADE LEVEL....	313	= 34%
TOTAL STUDENTS	898	=100%

NELSON DENNY SCORE BELOW 9.0 gl DIDDERS.....	103	= 33%
NELSON DENNY SCORE BELOW 9.0 gl NOTTERS.....	141	= 45%
*ASSESS/ADVISE BUT NOT REGISTERED	69	= 22%
	313	=100%

DISCUSSION

Three immediate problems are easily identifiable. The first is 66% of our students did not go through assessment/advisement before registration and hence could not make real choices about their skills as relates to the courses they selected. The second problem is only one-third of the students

who were suggested to improve their reading through the assessment/advisement process acted on that suggestion. The third problem is Eastfield "lost" 69 poor reading students who never came back to enroll at Eastfield College. These 69 students had already invested time in several visits to the campus, i.e., application to the college, several hours undergoing assessment and counselor advisement. Their scores were low enough that they could not have gone to the university system.

We truly lost 69 potential students because of the "time delay" of assessment/advisement and registration. If these students had enrolled in coursework which included a reading improvement course, our institution could have expected to realize an additional 38,419.2 contact hour funds or a projected increase of approximately $115,257.60.

Equally as important, we would have educationally salvaged these students to be even more productive members of our community as relates specifically to our mission. The efforts of institution as well as faculty recruitment was undermined when closure was not provided in a timely way. The humanism and student centeredness we projected was lost for all intents and purposes when the student's commitment was delayed by days, weeks, months waiting for registration to "happen."

SUGGESTED SOLUTIONS

Mandatory basic skills assessment/advisement for all new students before registration.

Development of a system where immediate course selection and full registration can be completed after assessment/advisement for all students.

TRACKING RESULTS

Once the appropriate students were selected, a computer search of each student's transcript was accomplished and retrieved. An analysis for comparison between DIDDERS and NOTTERS in terms of semester hours attempted,

semester hours completed, persistence rates, attrition rates, and overall grade point averages was performed. The results are as follows:

POOR READERS

DIDDERS		NOTTERS	
AVERAGE GPA	= 2.9	AVERAGE GPA	= 2.6
AVERAGE HOURS ATTEMPTED	= 8.7	AVERAGE HOURS ATTEMPTED	= 5.7
AVERAGE HOURS COMPLETED	= 6.4	AVERAGE HOURS COMPLETED	= 3.3
AVERAGE PERSISTENCE RATE	= 74%	AVERAGE PERSISTENCE RATE	= 58%
AVERAGE ATTRITION RATE	= 26%	AVERAGE ATTRITION RATE	= 42%

Likewise, a computer search and retrieval was accomplished on grade level readers performances in each area for purposes of comparison. Grade level readers results are as follows:

GRADE LEVEL READERS

AVERAGE GPA	= 3.0
AVERAGE HOURS ATTEMPTED	= 9.2
AVERAGE HOURS COMPLETED	= 7.4
AVERAGE PERSISTENCE RATE	= 80%
AVERAGE ATTRITION RATE	= 20%

DISCUSSION

The students who needed to improve their reading skills and pursued a corrective mode by selecting to take a reading improvement course as part of their regular course of study significantly outperformed their peers who needed reading but chose to go headlong into academic coursework. It is important to note that the DIDDERS averaged almost a 3/4 time FTSE load for two years while the NOTTERS averaged less than 1/2 time FTSE in the same period. Poor readers who did take a reading improvement course performed almost as well as grade level readers in college coursework. It seems that skills taught in reading improvement courses allows even poor readers to compete successfully in academic and technical courses. But poor readers who do not take reading improvement courses attempt less courses and complete less coursework. It appears that the less well a student reads, the less coursework he attempts. This, at least partially, explains why Eastfield

has more students taking less hours so that our funding is disproportionate to our service.

The attrition rates also explain Eastfield's retention problem. The students who needed to improve their reading and didn't dropped 42% of their coursework each semester while the students who did improve their reading successfully persisted through their coursework 74% of the time and with good grades. The grade level readers' performance as relates to persistence and attrition seem at parity with the DIDDERS. However, poor readers who did not take a reading improvement course were left far behind. This data based information can best be viewed through graphic analysis. Refer to Appendix A for:

Figure 1 - Average Hours Attempted/Completed

Figure 2 - Average Persistence/Attrition Rates

Figure 3 - Hours Attempted by Nelson Denny Scores

Figure 4 - Hours Completed by Nelson Denny Scores

Figure 5 - Attrition Rates by Nelson Denny Scores

Figure 6 - Persistence Rates by Nelson Denny Scores

Figure 7 - Numerical Summary by Nelson Denny Scores

Studies by Rouche and others indicate that students reading two years or more behind grade level are 50% unsuccessful in college. We are very close to his warning.

The difference in semester hours between the DIDDERS and NOTTERS represents approximately $100,000 dollars lost through contact hours by Eastfield because of a lack of pro-active academic intervention strategies. An additional $115,000 was lost because students who went through application/assessment/advisement did not show up to register for any courses -- the right ones or the wrong ones!

SUGGESTED SOLUTIONS

Mandatory basic skills assessment for all new students.

Positive/reality placement in reading skills improvement courses by assessment score.

Immediate course selection and full registration after assessment/ advisement.

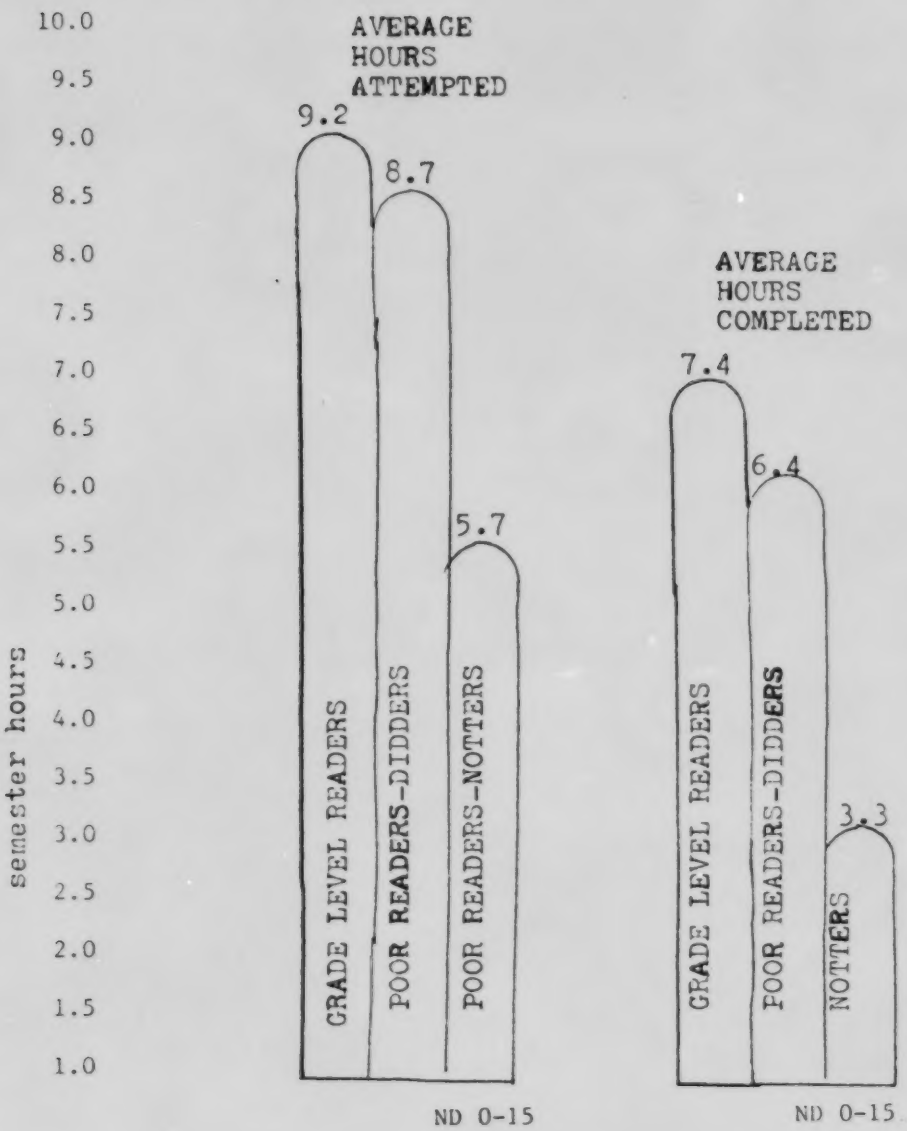
Referral to appropriate college support services, students who do not possess minimum functional literacy skills.

SUMMARY

A recent Carnegie Council publication on policy studies in Higher Education declared a "national tragedy" that one-third of our youth are ill educated and ill equipped to make their way in American society. We, likewise, are part of a community tragedy in that we have proved that we can provide competence in reading and learning but do little to ensure or to demand that competence for poor readers. The community college can be defined as the last chance to learn to read before real life begins for that specific one-third who needs developmental training. We must provide opportunities not problems. Eastfield College's present procedures in dealing with poor readers allows for high attrition, loss of students in recruitment, the forfeiture of thousands of contact hour funds and the deprivation of students' right to an education. Our advisement policy toward students is the embodiment of the Spanish proverb "Take what you want - and pay for it." To me, the price we extract from our underprepared students is far too high! It is immoral to allow any student to make choices that will kill his chances for success.

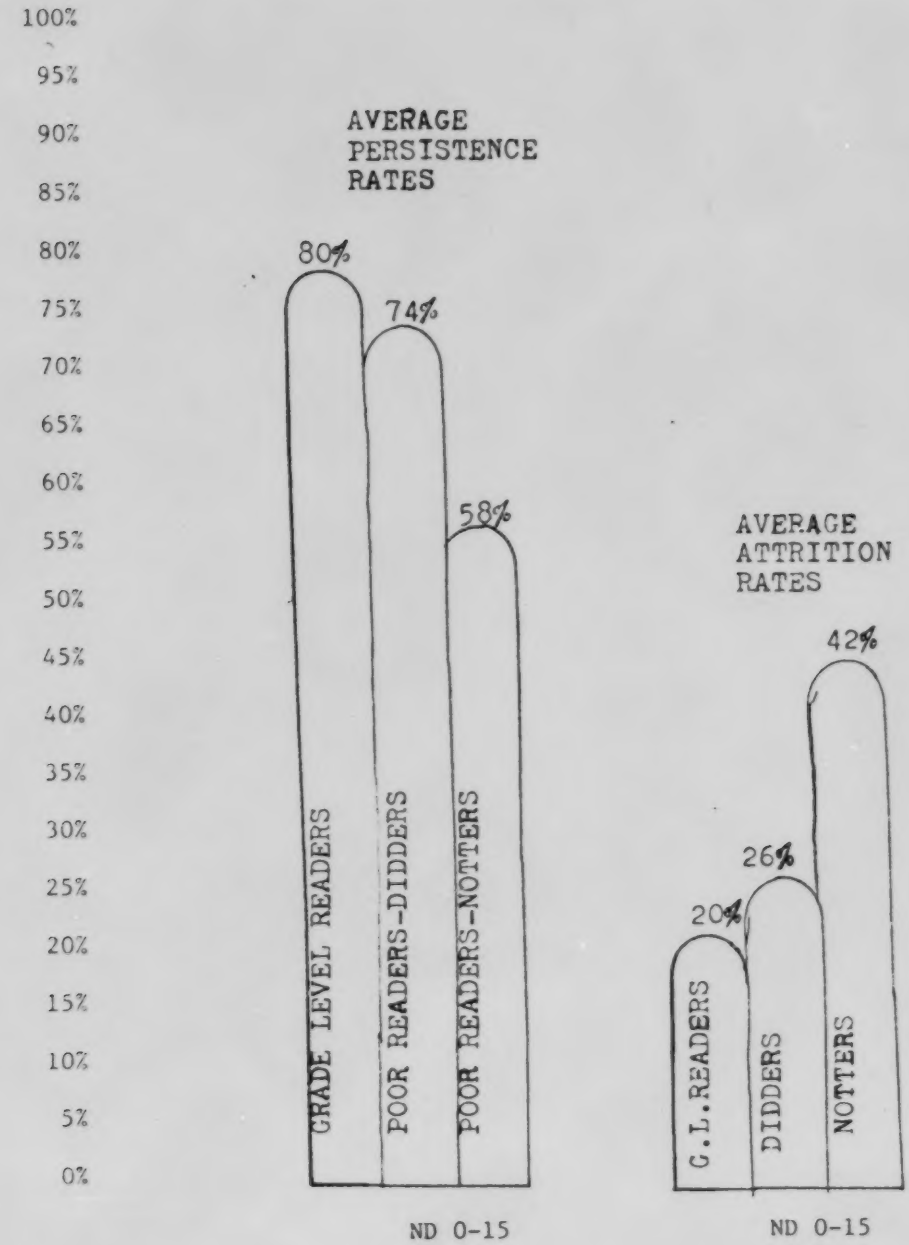
APPENDIX A

FIGURE 1



N = 103 DIDDERS
N = 141 NOTTERS

FIGURE 2



N=103 - DIDDERS
N=141 - NOTTERS

FIGURE 3

AVERAGE HOURS ATTEMPTED

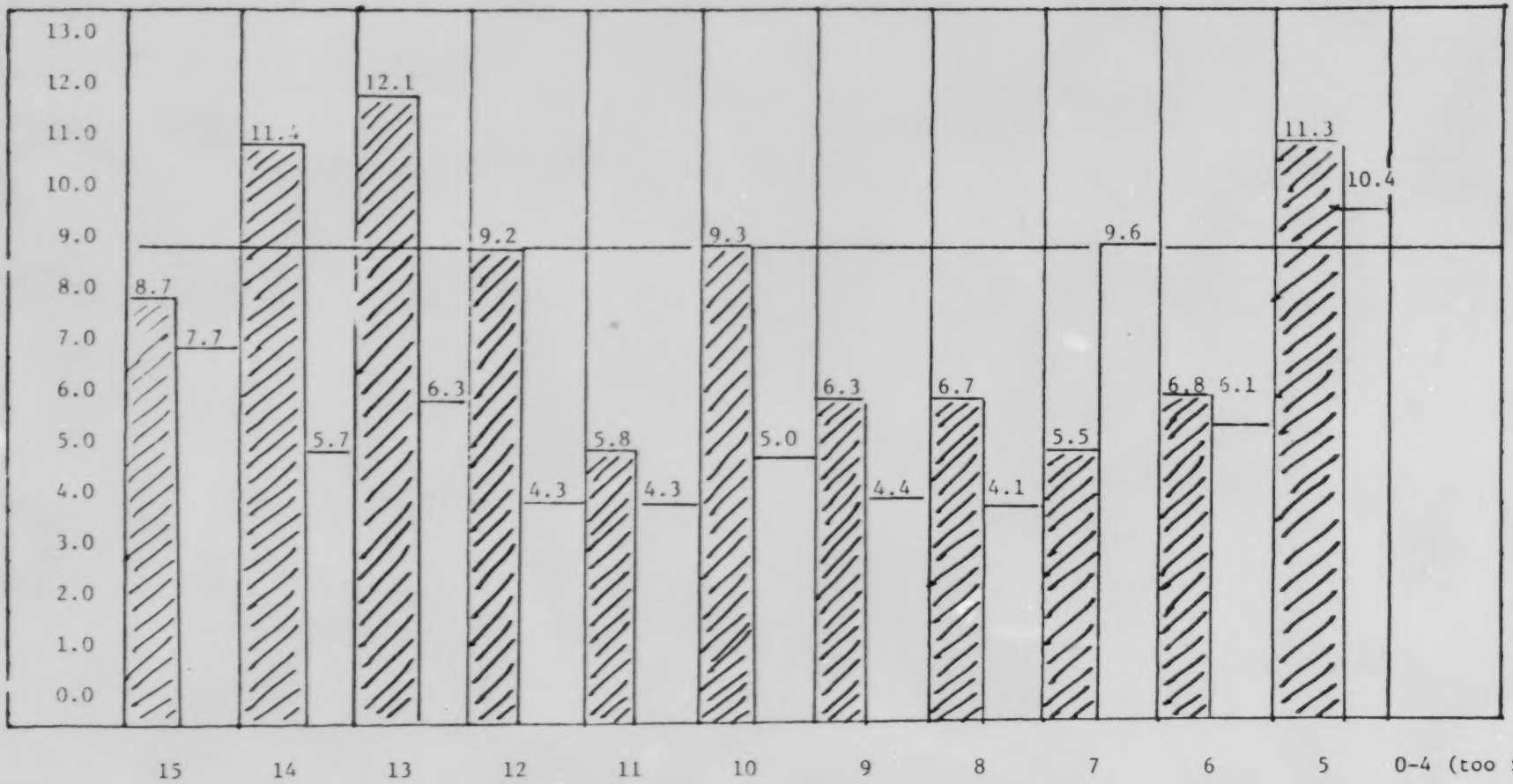


FIGURE 4

AVERAGE HOURS COMPLETED

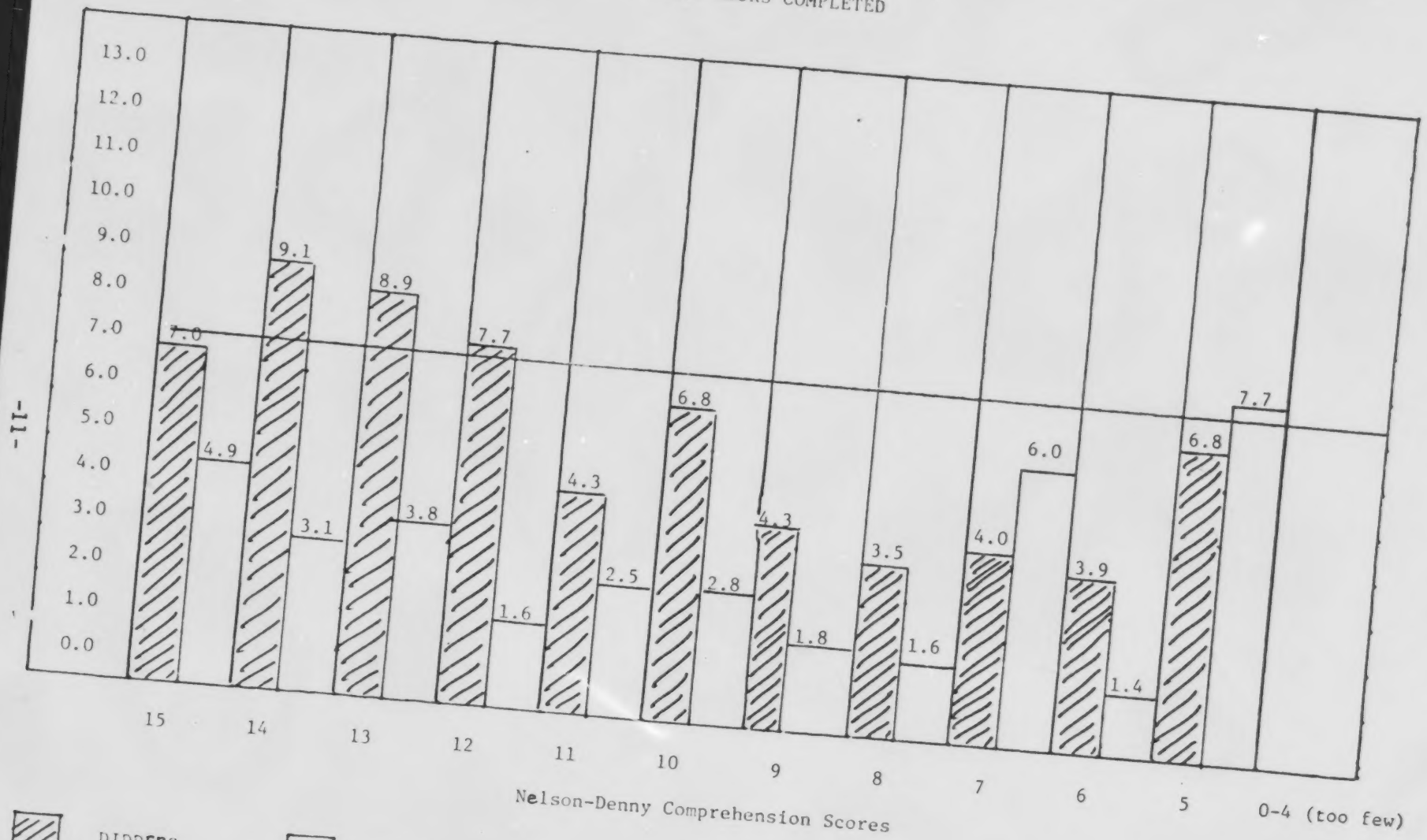


FIGURE 5

AVERAGE ATTRITION RATES

Nelson-Denny Comprehension Scores

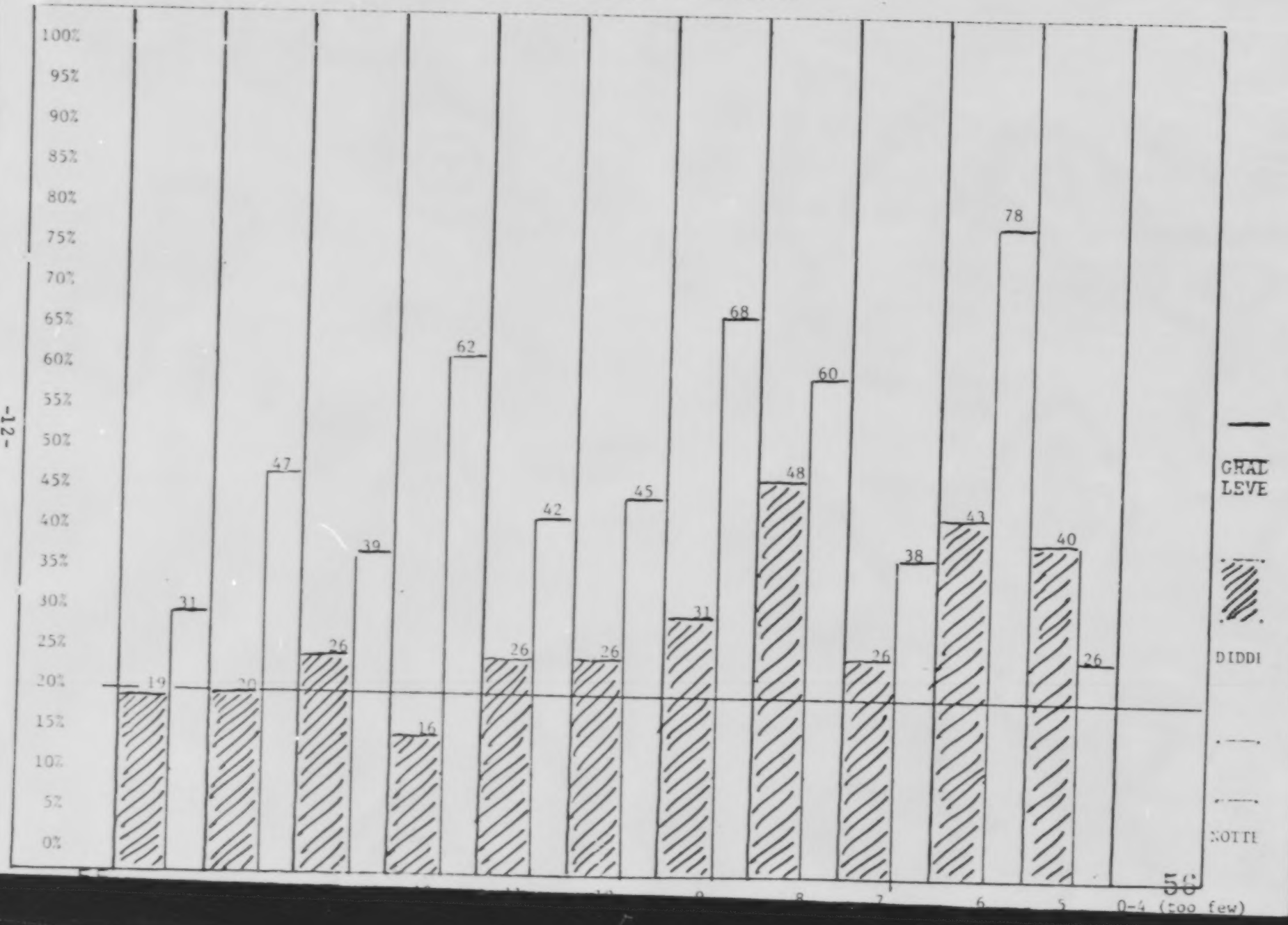


FIGURE 6

AVERAGE PERSISTENCE RATES

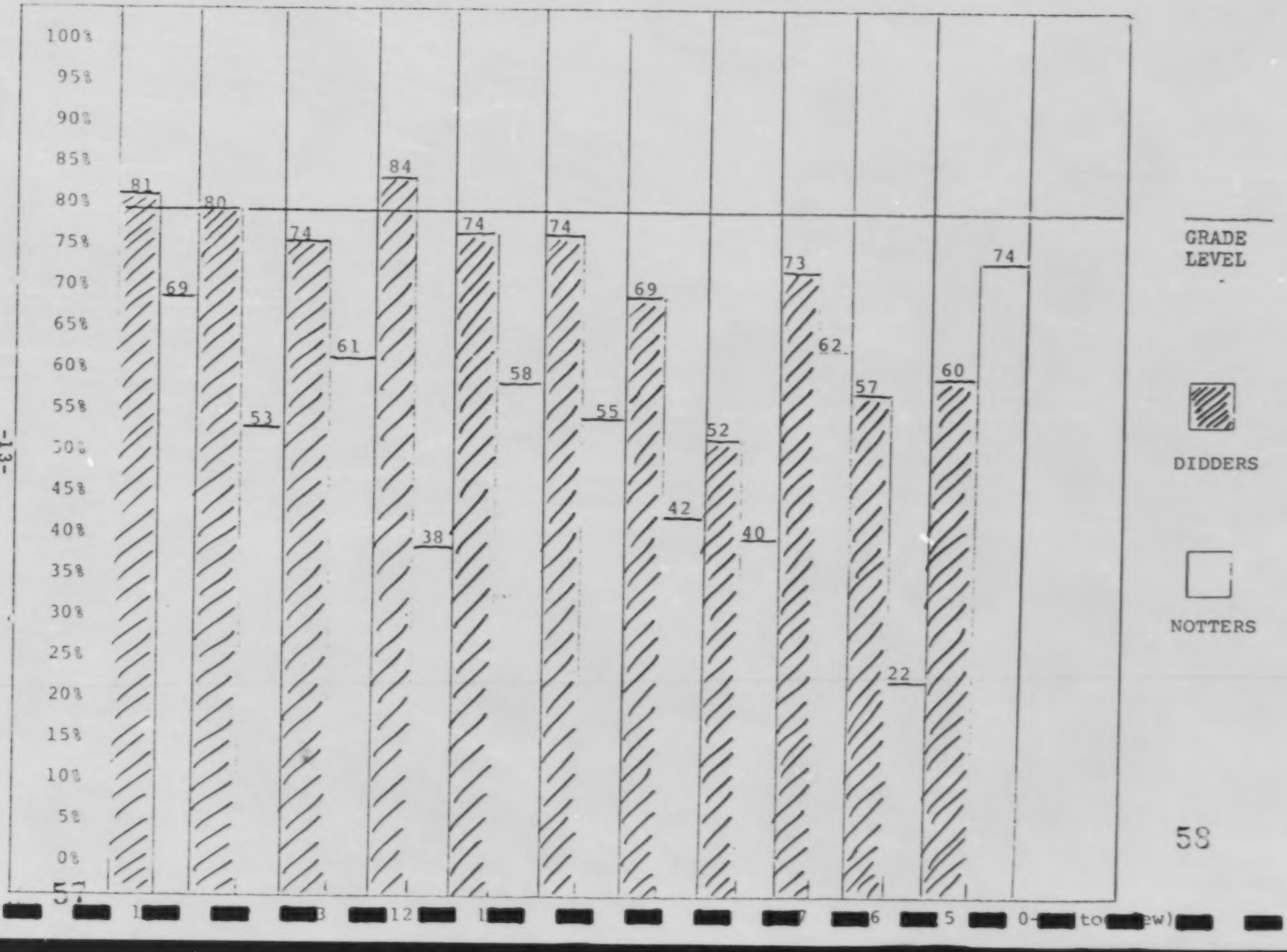


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FIGURE 7

ND SCORE	GPA	HRS ATT	HRS COMP	PERSIST RATE	DROP RATE
15	3.08	8.7	7.0	81%	19%
14	3.02	11.39	9.13	80%	20%
13	2.8	12.09	8.9	74%	26%
12	3.03	9.18	7.73	84%	16%
11	2.8	5.75	4.25	74%	26%
10	2.8	9.28	6.83	74%	26%
9	2.9	6.27	4.33	69%	31%
8	2.8	6.68	3.5	52%	48%
7	2.5	5.46	4.0	73%	26%
6	3.1	6.83	3.92	57%	43%
5	2.9	11.25	6.75	60%	40%
4	- -	- -	N/A - -	- - -	
3(1)	0.0	1.75	0.0	0%	100%
2	- -	- -	N/A - -	- - -	
1(2)	3.0	4.37	.9	20%	80%

POOR READERS
DIDDERS

ND SCORE	GPA	HRS ATT	HRS COMP	PERSIST RATE	DROP RATE
	2.8	7.07	4.94	69%	31%
	2.8	5.74	3.08	53%	47%
	2.7	6.31	3.86	61%	39%
	2.6	4.29	1.65	38%	62%
	2.5	4.26	2.46	58%	42%
	2.4	5.04	2.79	55%	45%
	2.8	4.4	1.8	42%	68%
	2.7	4.1	1.66	40%	60%
	1.8	9.62	6.0	62%	38%
	2.4	6.12	1.37	22%	78%
	2.05	10.4	7.75	74%	26%
(2)	0.00	2.75	0.0	0%	100%
	- - - - -		N/A	- - - -	
	- - - - -		N/A	- - - -	
	- - - - -		N/A	- - - -	

POOR READERS
NOTTERS

D

ENHANCING CAREER DEVELOPMENT IN HIGHER EDUCATION; AN ANALYSIS OF TWO MODES OF INSTRUCTION

by

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CHARLES P. GILES
VICTOR P. KELEMEN, JR.
JOEL E. VELA

North Lake College

1981

Enhancing Career Development in Higher Education;

An Analysis of Two Modes of Instruction

One areaof great concern amongst community college and university student service personnel alike, centers around the pervasive problem of career indecision. This problem plagues all student populations to some extent. All too often, college administrators and faculty members are unaware of the complexities of career indecision, or that it may even be a cumbersome dilemma for the student(s) it affects. Indeed, to the casual observer, career indecision may appear to be somewhat of an innocuous phenomenon. It is however, a very serious concern and a veritable wealth of research (career indecision) graces the pages of numerous prestigious journals.

Research in the career indecision sphere is not at all new. As early as the 1960's there has been an interest in studying this phenomenon. Evidence of this interest may be found in the works of Angers (1961), Ashby et al., (1966) and Baird (1969) just to name a few. As time has gone by, however, much of the research conducted about career indecision has evolved and ultimately shifted in its foci. Presently, a large amount of this research falls into the category of retention and attrition research, or some other related topic area. Lenning, Beal, and Sauer (1980) clearly demonstrate this shift in foci in their research efforts. Whereas administrators and faculty may be unaware of the magnitude of the career indecision problem, it is not likely that the same may be said of the retention

and attrition problems. Undoubtedly, a keen awareness of these by practically all community and university college personnel has generated and enormous quantity of research. It would seem altogether plausible that individuals most concerned with the career indecision phenomenon have attempted to generate more interest in this phenomenon by lumping it together with the retention and attrition research. Whether or not this is the case may be a moot point though. There does seem to be an increasing amount of interest and subsequent research about this problem. This is most certainly a reality, and one need only to pick up any one of several appropriate professional journals to bear witness to this reality.

One method by which concerned professionals have attempted to minimize the deleterious effects of career indecision has been to tackle it in a group context. This context has taken the form of career development workshops, seminars and classes. Although modes of instruction have varied in many instances, the principal aim has been virtually the same--to increase levels of career awareness and enhance the decision making abilities of those undecided students

The purpose of this investigation was to examine the effects of two modes of instruction (didactic-experiential and programmed) for enhancing career decision making abilities of students in a community college setting. For the purpose of this study, the didactic-experiential mode of instruction was defined as instruction consisting of a combination of lectures and small group experiential exercises over a fifteen week period. Classes were scheduled for two seventy-five

minute sessions or three fifty minute sessions per week. Topics varied from career development terms to goal setting. In addition to the lectures and small group experiential exercises, students were also exposed to guest speakers, films, and were given a battery of assessment devices including interest, values, personality inventories and an aptitude test. As each of these components (interests, values, personality and aptitudes) play a central role in the career decision making process, it was hoped that this assessment might facilitate a greater decision making ability in the students. Students were also required to read a career planning text designated by the instructors during the course.

The programmed mode of instruction was defined as instruction consisting of the presentation of thirty tapes via video monitor over a fifteen week period. Two tapes were shown per week during the two seventy-five minute class sessions. Topics varied from an introduction to career/life planning to goal setting. In addition to viewing the video tapes, the students were required to make use of an accompanying workbook during the course. Thus, there was an attempt to actively involve the students in the video tapes through both viewing and reading. Approximately half of the thirty-lesson course consisted of a series of workshops involving a group of students engaged in their own individual career/life planning. It was hoped that this active participation (video/workbook) would replace the usual passive manner in which students watch television.

A control group was also utilized. The mode of instruction in the control qroup was variable. The principal mode consisted of a didactic approach, although this method was supplemented with various forms of

of audio-visual presentations such as films, audiotapes, videotapes, etc.

The authors hypothesized that both the didactic-experiential and the programmed mode of instruction would significantly enhance the student's career awareness and, thus, their career decision making abilities when compared with the controls.

METHOD

Intact samples (classes) were administered a 29 item Career Awareness Questionnaire which solicited both demographic information as well as career awareness information. Intact classes were used as this was a pilot study and class size was small. Two didactic-experiential class sections contained 47 students; one programmed class contained 17 students; and three control classes contained 79 students. Demographic data is reported in Table 1. In an effort to gauge career awareness of the respondents, a pretest and posttest design for nonrandomized groups, Campbell and Stanley (1963) was employed. This pretest and posttest consisted of the last seven questions, the career awareness questions, of those 29 items of the Career Awareness Questionnaire. Pretest was conducted early in the semester and posttest was conducted late during the same semester.

RESULTS

Students were compared across groups for increased career awareness

Table 1

DEMOGRAPHICS

		CONTROL N=79	PROGRAMMED N=17	DIDAC-EXPER. N=47
SEX:	MALE	48	8	14
	FEMALE	31	9	33
RACE/ORIGIN:	WHITE	68	16	44
	ASIAN	5	0	1
	BLACK	2	1	1
	AM. INDIAN	2	0	0
	HISPANIC	1	0	5
	NOT SURE	1	0	0
AGE:	15-19	30	6	12
	20-24	35	9	14
	25-29	9	1	9
	30-34	2	0	6
	35-39	0	0	2
	OVER 40	3	1	4
MARITAL STATUS:	SINGLE	68	15	31
	MARRIED	10	2	11
	OTHER	1	0	5
FAMILY INCOME:	0-$4,999	3	0	1
	5,000-$7,999	1	1	2
	8,000-$14,999	21	1	5
	15,000-$24,999	26	12	20
	25,000-$40,000	20	2	13
	OVER $40,000	8	1	6

DEMOGRAPHICS

		CONTROL N=79	PROGRAMMED N=17	DIDAC-EXPER. N=47
TYPE OF SCHOOL ATTENDANCE:	DAY	51	15	20
	NIGHT	22	0	21
	BOTH	6	2	6
STUDENT STATUS:	PARTTIME	43	5	26
	FULLTIME	36	12	21
CHOSEN CAREER:	YES	46	4	38
	NO	33	13	9
CHOSEN MAJOR:	YES	47	1	12
	NO	32	16	35
ARE YOU WORKING:	YES	42	12	35
	NO	37	5	12

as a function of differing modes of instruction i.e., didactic-experiential vs. programmed vs. control. This change in career awareness was assessed by comparing increases, decreases or no change on student responses to the seven career awareness questions that were administered pre-test/post-test. Post-test responses for each group and for each career awareness question were recorded as positive change i.e., increased career awareness, or as negative or no change i.e., decreased career awareness or change in awareness.

Group comparisons were performed using chi square. Group comparisons by pre-test/post-test questions appear in Table 2. Consistent with the authors hypotheses, the data indicates that both the didactic-experiential mode of instruction and the programmed mode were more effective that the control group for increasing career awareness in students surveyed. Further analysis of the data in Table 3, reveals that in only two instances was the didactic-experiential mode on instruction more effective for increasing career awareness than the programmed mode. This finding is also consistent with the hypothesis that the didactic-experiential mode would be more effective for increasing career awareness than the programmed mode.

DISCUSSION

Results suggest that attempts to increase student career awareness via the classroom may certainly be affected by (either increased or decreased) the mode of instruction employed. It would seem that based upon the findings of this investigation the didactic-experiential

Table 2

GROUP COMPARISONS BY PRETEST/POSTTEST QUESTIONS

		C	P	D		
(INTEREST)	+ CHANGE	4	4	12	20	
	- OR NO CHANGE	50	13	31	94	
		54	17	43	114	X^2=7.45; DF=2; P<.05

		C	P	D		
(SKILLS)	+ CHANGE	4	9	28	41	
	- OR NO CHANGE	50	8	15	73	
		54	17	43	114	X^2=37.12; DF=2; P<.0

		C	P	D		
(VALUE)	+ CHANGE	3	4	25	32	
	- OR NO CHANGE	51	13	18	82	
		54	17	43	114	X^2=32.99; DF=2; P<.0

		C	P	D		
(DECISION)	+ CHANGE	6	9	33	48	
	- OR NO CHANGE	48	8	10	66	
		54	17	43	114	X^2=43.26; DF=2; P<.0

		C	P	D		
(EDUCATION)	+ CHANGE	3	8	28	39	
	- OR NO CHANGE	51	9	15	75	
		54	17	43	114	X^2=39.20; DF=2; P<.0

		C	P	D		
(PLAN)	+ CHANGE	3	10	30	43	
	- OR NO CHANGE	51	7	13	71	
		54	17	43	114	X^2=45.80; DF=2; P<.0

		C	P	D		
(JOB SEARCH)	+ CHANGE	4	8	35	47	
	- OR NO CHANGE	50	9	8	67	
		54	17	43	114	X^2=54.36; DF=2; P<.

Table 3

PROGRAMMED--DIDACTIC EXPERIENTIAL COMPARISON

(INTEREST)	X^2=0.12; DF=1; P .05
(SKILLS)	X^2=0.76; DF=1; P .05
(VALUE)	X^2=5.84; DF=1; P .05
(DECISION)	X^2=1.97; DF=1; P .05
(EDUCATION)	X^2=1.66; DF=1; P .05
(PLAN)	X^2=0.66; DF=1; P .05
(JOB SEARCH)	X^2=7.07; DF=1; P .05

mode is the most effective mode for increasing career awareness in students, and thereby improving the likelihood that a student will become more decisive about a career direction. Caution should be exercised, however, in drawing too many inferences from the existing data. Sample size should be scrutinized as well as the nature of the selection (sample) process. As sample size is acutely small and and nonrandomized, some sources of error may have been introduced that perhaps account for the results obtained. Further investigations are warranted in this area with more sensitive controls. The authors believe that although more stringent controls may be utilized in future studies, certain variables such as personality characteristics of the instructors are difficult to control.

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E

STATE ORGANIZATIONS OF INSTRUCTIONAL ADMINISTRATORS 1981

by

DR. R. B. GOLEMON

Ranger Junior College

1981

STATE ORGANIZATIONS OF INSTRUCTIONAL ADMINISTRATORS 1981

By: Dr. R. B. Golemon, Academic Dean, Ranger Junior College

At a state meeting of community/junior college teachers in Dallas in February 1969, several instructional administrators were visiting with Dr. James Reynolds, Professor of Curriculum and Instruction at the University of Texas at Austin. Most of the conversation were "shop talk" with first one dean then another expressing his concerns or opinions on problems arising in his day-to-day activities. Dr. Reynolds suggested the deans compare problems and solutions and make this information available to all who were interested. Within a matter of hours, a group of academic deans (deans of instruction) from some fifteen junior colleges got together, appointed an ad hoc committee to draw up a constitution and plan a meeting for the summer of 1969. This was the beginning of the Texas Association of Junior and Community College Instructional Administrators (TAJCCIA). It has grown from the charter group of about twenty-five to its present membership of about eighty.

It occurred to the writer that this was not a unique development where an association evolves from the needs of a special group. He also wondered if there were other such state-wide organizations of a similar nature. To determine the existance of such groups, letters were addressed to each state department of post-secondary education with a request for the name, address, and presiding officer of such an organization if one exists.

Most state departments of education are gracious in responding to requests for information from people outside the state if the request is reasonable and does not require an inordinate amount of time for a response. The response to this request was honored by all states except Connecticut, Louisiana, Massachusetts, Minnesota, Nevada, and Wyoming within a period of six weeks. Listed below is the results of the survey.

Alabama - Dr. Arthur Howington, President
Alabama Academic Deans Association
Shelton State Community College
P.O. Drawer J, East Side Station
Tuscaloosa, Alabama 35401

Alaska - None

Arizona - Combined Deans and Registrars 2 & 4 year colleges
Higher Education Coordinating Council (HECC)
Dr. Vincent M. Salmon, Dean of Instruction
Mohave Community College
1971 Jagerson Ave.
Kingman, Arizona 86401

Arkansas - Informal group headed by Dr. James Shane
Westark Community College
P.O. Box 3649
Ft. Smith, Arkansas 72913

California - California Community Colleges Chief Instructional Officers
Richard D. Yeo, President
Chabot College
25555 Hesperian Blvd.
Hayward, California 94545

Colorado - Colorado Association of Community Junior College
Instructional Deans
Dr. David A. Groth, Sec/Treasurer
Community College of Denver
1600 Downing St.
Denver, Colorado 80218

Connecticut - No report

Delaware - None

Florida - Council on Instructional Affairs
Dr. Robert L. McSpadden, Dean of Instruction
Gulf Coast Community College
Panama City, Florida 32401

Georgia - Administrative Committee for Academic Affairs
(includes junior & senior colleges)
Dean J. Gray Dinwiddie, Chairman
Augusta College
Augusta, Georgia 30910

Hawaii - None - Only 7 community colleges - Monthly sessions with the Chancelor for Community College Council of Deans

Idaho - None

Illinois - Illinois Council of Community College Administrators
Dr. Vicky Smith, President
Dean of Learning Resources
Morain Valley Community College
10900 South 88th Avenue
Palos Hills, Illinois 60465

Indiana - No state wide organization - Informal group headed by:
Dr. Phillip Summers
Vincennes University Junior College
Vincennes, Indiana 47591

Iowa - Association of Iowa Community College Deans and Directors
Dr. Elizabeth C. Snyder, President
1000 Lincoln Blvd.
Clinton, Iowa 52732

Kansas - Kansas Association of Community Colleges
Dr. Edwin J. Walbourn, Executive Director
820 Quincy
Topeka, Kansas 66612

Kentucky - None

Louisiana - No report

Maine - None, No community colleges

Maryland - Maryland Council of Community College Academic Deans
Dr. James S. Atwell, Dean of Arts and Sciences
Ann Arundel Community College
Arnold, Maryland 21012

Massachusetts - No report

Michigan - Michigan Community College Chief Instructional Administrators
Dr. Marvin J. Schlack, Dean of Instruction
Kalamazoo Valley Community College
6767 West O Avenue
Kalamazoo, Michigan 49009

Minnesota - No report

Mississippi - Mississippi Public Junior College Academic
Dean's Association
Dr. Eddie Smith, President
Dean of Instruction
Copiah-Lincoln Junior College
Wesson, Mississippi 39191

Missouri - Missouri Association of Community/Junior Colleges
(has sub-council of academic officers)
Ms. Marilyn Lake, Executive Director
P.O. Box 715
Columbia, Missouri 65205

Montana - None. Informal ad hoc group, out of state office

Nebraska - Informal group
Dr. Robert P. Cox, NTCC
801 E. Benjamin Ave.
Norfolk, Nebraska 68701

Nevada - No report

New Hampshire - None

New Jersey - Association of Academic Deans
Dr. Karl Kumm
Rt. 322, Black Horse Pike
Mays Landing, New Jersey 08330

New Mexico - None

New York - SUNY Two-Year Academic Officers
Dr. Michael A. Balas, President
Nassau Community College
Stewart Avenue
Garden City, New York 11530

North Carolina - North Carolina Association of Community College
Instructional Administrators
Dr. William Cameron, President
Dean of Instruction
Fayetteville Technical Institute
P.O. Box 35236
Fayetteville, North Carolina 28303

North Dakota - None

Ohio - Ohio Association of Two-Year College Chief Instructional Officers
Dr. Joe Hafer, Dean of Instruction
Stark Technical College
6200 Frank Ave. N.W.
Canton, Ohio 44720

Oklahoma - Oklahoma Association of Community & Junior College
Instructional Administrators (OACJCIA)
Dr. John E. Davis, President
Oscar Rose Junior College
6420 S.E. 15th St.
Midwest City, Oklahoma 73110

Oregon - Oregon Council of Instructional Administrators
Dr. Jim Van Dyke, Chairman
Cascade Campus, Portland Community College
1200 S.W. 49th Avenue
Portland, Oregon 97219

Pennsylvania - No formal organization. State has a Commission
for Community Colleges
800 N. 3rd Street
Harrisburg, Pennsylvania 17102

Rhode Island - None

South Carolina - None

South Dakota - None

Tennessee - Academic Affairs Sub-Council (State System)
Dr. Jack K. Carlton, Chairman
Vice President for Academic Affairs
Middle Tennessee State University
Murfreesboro, Tennessee 37132

Texas - Texas Association of Junior and Community College
Instructional Administrators
Dr. Gene Byrd, President
Vice President for Instruction
Amarillo College
Amarillo, Texas 79178

Utah - Only five junior colleges - informal association

Vermont - None

Virginia - None

Washington - Instruction Commission of Washington
Dr. Ronald J. Crossland, Chairman
Olympic College
16th & Chester
Bremerton, Washington 98310

West Virginia - None - Informal Heterogeneous group headed by:
Dr. Donald Hagen
West Virginia Institute of Technology
Montgomery, West Virginia 25136

Wisconsin - Instructional Services Committee
Mr. Kenneth Mills, President
Gateway Technical Institute
3520 30th Avenue
Kenosha, Wisconsin 53141

Wyoming - No report

F

A STUDY OF THE CURRENT STATUS OF PART-TIME FACULTY IN PRIVATE TWO-YEAR COLLEGES IN THE NATION

by

DR. MILTON L. SMITH

Southwest Texas State University

December, 1981

A STUDY OF THE CURRENT STATUS OF PART-TIME FACULTY IN PRIVATE TWO-YEAR COLLEGES IN THE NATION

More part-time faculty members are employed in the private two-year colleges in the United States than are full-time faculty members. The 1981 Community, Junior, and Technical College Directory, published by the American Association of Community and Junior Colleges reports the fact that of the 7,692 faculty employed by the 166 private two-year colleges in the United States, 3,887, or 50.53%, were part-time. Among public two-year colleges, a much larger percentage of faculty were part-time, namely, 56.58%.

While the literature of the community college movement contains a significant amount of information resulting from the study of part-time faculty, nothing could be found which looked specifically at the status of part-time faculty in the private two-year colleges. This report contains the findings of a study designed to do exactly that.

The Study

During the spring semester of 1981, a survey instrument was mailed to each of the private, two-year institutions listed in the 1980 Community, Junior, and Technical College Directory published by the American Association of Community and Junior Colleges. Instruments were mailed to 170 institutions in 40 states, 84 of which were church-related colleges, 76 of which were independent, non-profit colleges, and 10 of which were independent, profit institutions.[1]

The survey instrument was sent to the president of each institution with the request that either the president or a member of his staff respond to 18 items designed to gather data about the status of part-time faculty on

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[1]This study was supported by an Organized Research Grant from Southwest Texas State University, San Marcos, Texas.

the respondent's campus during the 1980-81 academic year. Table 1 shows a summary of the number and percentage of instruments returned.

Table 1

Return Rate of Instruments Mailed

No. Mailed	No. Returned	Percent Returned	No. Usable Returns	Percent Usable Returns
170	89	52%	86	50.59%

Fifty of the 84 church-related colleges returned usable instruments (60% return); 30 of the 76 independent, non-profit institutions returned usable instruments (39% return); and 6 of the 10 independent, profit institutions returned usable instruments (60%). Such percentage returns seem to allow generalization to the total population of 170 private, two-year colleges in the nation.

The Results of the Study

Data in response to 18 items were requested. The findings are reported for each item in two ways: (1) by totals for all responding institutions, and (2) by sub-totals for each category of private institution, i.e., church-related (C.R.); independent, non-profit (Ind.N.P.); and independent, profit (Ind.P).

Item 1. During the 1980-81 academic year, were there any part-time faculty employed in your institution? Of the 86 responding institutions, 85 (99%) employed part-time faculty. Table 2 shows complete data.

Table 2

Institutions Employing Part-Time Faculty
1980-81

Type of College	No. Responding Affirmatively	No. Responding Negatively	Total
C.R.	49	1	50
Ind. N.P.	30	0	30
Ind. P.	6	0	6
Total	85	1	86

Item 2. How many part-time faculty members (head count) were employed during the 1980-81 academic year? What is the total head count of all faculty members -- both full and part-time -- for 1980-81? There were 81 institutions which responded to this item. The data are shown in Table 3.

Table 3

Part-Time Faculty vs. Full-Time Faculty
1980-81

Type of College	Most Part-Time Faculty	Fewest Part-Time Faculty	Average Part-Time Faculty	Most Full-Time Faculty	Fewest Full-Time Faculty	Average Full-Time Faculty
C.R.(n=48)	150	1	15	274	10	41
Ind.N.P.(n=28)	250	2	33	320	17	61
Ind.P.(n=5)	144	11	39	179	14	57
Total(n=81)	250	1	23	320	10	49

	Largest % Part-Time Faculty	Smallest % Part-Time Faculty	Average % Part-Time Faculty
C.R.(n=48)	100%	6%	37%
Ind.N.P.(n=28)	93%	6%	54%
Ind.P.(n=5)	81%	23%	68%
Total(n=81)	100%	6%	47%

Item 3. Is the number of part-time faculty members (head count) employed during the 1980-81 academic year an increase or decrease from the 1979-80 academic year? Eighty-three institutions responded to this item. Of that number, 51% indicated an increase, 18% a decrease, and 31% indicated about the same employment as during the previous year. Complete data are shown in Table 4.

Table 4

Relationship of Part-Time Faculty in 1980-81 to Previous Year

Type of College	Number Responding	Number and Percent Showing Increase	Number and Percent Showing Decrease	Number and Percent Showing Same
C.R.	49	25 (51%)	8 (16%)	16 (33%)
Ind.N.P.	23	16 (56%)	5 (17%)	8 (28%)
Ind.P.	5	1 (20%)	2 (40%)	2 (40%)
Total	83	42 (51%)	15 (18%)	26 (31%)

Item 4. In which subject area do you employ the most part-time faculty? There were responses from 81 institutions to this item. For each of the three types of institutions, the single discipline in which there were more part-time faculty employed than any other was business. Among church-related institutions, the most frequent response was that part-time faculty were employed rather evenly across all of the subject areas, followed by business, music, and English. Among independent, non-profit institutions, the order of frequency was business, social sciences, English, and art. Among independent, profit institutions, the order of frequency was business, general education, and legal studies.

Item 5. What is the average teaching load of part-time faculty? Of the 82 institutions responding to this item, 37 indicated that one course per semester or quarter was the average load; 43 indicated that two courses per semester or quarter was the average load; and two institutions reported that three courses per semester or quarter was the average load.

Among church-related institutions, 54% reported one course as an average load while 46% reported two courses as an average load. Among independent, non-profit institutions, 66% reported two courses as an average load, and 34% reported one course as an average load. Among independent, profit institutions, 40% reported three courses, 40% reported two courses, and 20% reported one course as an average load.

Item 6. What is the average salary per course paid to part-time faculty? There were 83 institutions which responded to this item. Table 5 shows the resulting data.

Table 5

Average Salary Paid to Part-Time Faculty
1980-81

Amount Paid Per Course	C.R. Colleges No.	C.R. Colleges PerCent	Ind.N.P.Colleges No.	Ind.N.P.Colleges PerCent	Ind.P.Colleges No.	Ind.P.Colleges PerCent	Total Colleges No.	Total Colleges PerCent
Less than $500	5	10%	1	3%	2	40%	8	10%
$500 - $750	11	23%	8	27%	3	60%	22	26%
$750 - $1000	22	46%	17	57%	0	0	39	47%
Above $1000	10	21%	4	13%	0	0	14	17%
Total	48	100%	30	100%	5	100%	83	100%

Item 7. Are part-time faculty provided with offices on campus? Of the 84 institutions responding to this item, 24 (29%) indicated that offices were not provided to part-time faculty. There were 60 institutions (71%) reporting that offices were provided for either some or all of the part-time faculty; 20 institutions (24%) provided offices for all part-time faculty, and 40 institutions (47%) provided offices for some part-time faculty. Data by type of private college are shown in Table 6.

Table 6

Provision of Offices for Part-Time Faculty
1980-81

Provision of Office	C.R. Colleges No.	C.R. Colleges PerCent	Ind.N.P.Colleges No.	Ind.N.P.Colleges PerCent	Ind.P.Colleges No.	Ind.P.Colleges PerCent	Total Colleges No.	Total Colleges PerCent
No provision	10	21%	10	33%	4	67%	24	29%
Yes.for some	27	56%	11	37%	2	33%	40	24%
Yes.for all	11	23%	9	30%	0	0	20	47%
Total	48	100%	30	100%	6	100%	84	100%

Item 8. Are part-time faculty required to be on campus for student advisement and consultation a specified number of hours per week in addition to the time in class? There were 84 institutions responding to this item, of which 61 (73%) indicated no required hours for student advisement. Among the 23 institutions (27%) requiring student advisement hours, there was no concensus concerning number of hours per week required. Responses ranged from "no set number" through "as required" and "by appointment" to specified amounts varying from 1/2 hour per course to 8 hours per week. Data by type of private college are shown in Table 7.

Table 7

Required Student Advisement Hours
by Part-Time Faculty
1980-81

Hours Required	C.R. Colleges No.	C.R. Colleges PerCent	Ind.N.P.Colleges No.	Ind.N.P.Colleges PerCent	Ind.P.Colleges No.	Ind.P.Colleges PerCent	Total Colleges No.	Total Colleges PerCent
No	38	79%	19	63%	4	67%	61	73%
Yes	10	21%	11	37%	2	33%	23	27%
Total	48	100%	30	100%	6	100%	84	100%

Item 9. What does the college expect of part-time faculty with regard to faculty meetings? Only 13% of the 82 responding institutions required part-time faculty to attend faculty meetings. No colleges prohibited part-time faculty from attending, however. Table 8 contains detailed data on this item.

Table 8

Attendance at Faculty Meetings by Part-Time Faculty
1980-81

Attendance at Faculty Meeting	C.R. Colleges No.	PerCent	Ind.N.P. Colleges No.	PerCent	Ind. P. Colleges No.	PerCent	Total Colleges No.	PerCent
Required to Attend	6	13%	3	10%	2	40%	11	13%
Allowed to Attend	27	57%	19	63%	2	40%	48	59%
Not Required to Attend	14	30%	8	27%	1	20%	23	28%
Not Allowed to Attend	0	0	0	0	0	0	0	0
Total	47	100%	30	100%	5	100%	82	100%

Item 10. What does the college expect of part-time faculty with regard to service on faculty committees? There were 83 institutions which responded to this item, only 12% of which required committee service of part-time faculty. Committee service by part-time faculty was prohibited by 3% of the responding institutions. Complete data on this item are shown in Table 9.

Table 9

Committee Service by Part-Time Faculty
1980-81

Committee Service Status	C.R. Colleges No.	PerCent	Ind.N.P. Colleges No.	PerCent	Ind.P. Colleges No.	PerCent	Total Colleges No.	PerCent
Required to Serve	7	15%	1	3%	2	40%	10	12%
Allowed to Serve	23	48%	12	40%	2	40%	37	45%
Not Required to Serve	18	37%	14	47%	1	20%	33	40%
Not Allowed to Serve	0	0	3	10%	0	0	3	3%
Total	48	100%	30	100%	5	100%	83	100%

Item 11. Do part-time faculty receive the same fringe benefits as full-time faculty? In only 8 of the 83 institutions which responded to this item did part-time faculty receive the same fringe benefits as full-time faculty. Of the 83 responses to this question, 8 (10%) were "yes" and 75 (90%) were "no." Among the three types of private colleges, 100% of the responses were "no" from independent, profit institutions; 97% of the responses were "no" from independent, non-profit institutions; and 86% of the responses were "no" from church-related colleges.

The major differences in fringe benefits between full-time and part-time faculty most frequently stated were: (1) no health/hospitalization insurance, (2) no retirement benefits, (3) no social security benefits, and (4) no faculty development benefits. Seven of the 83 institutions reported that there were absolutely no fringe benefits for part-time faculty.

Item 12. What does the college expect of part-time faculty with regard to orientation/inservice programs offered by the institution? More than a third of the 85 institutions which responded to this item required part-time faculty to attend orientation or inservice programs. Only one institution prohibited their attendance. Complete data on this item are shown in Table 10.

Table 10

Part-Time Faculty Attendance at Orientation/Inservice
1980-81

Attendance Status	C.R. Colleges		Ind.N.P. Colleges		Ind.P. Colleges		Total Colleges	
	No.	PerCent	No.	PerCent	No.	PerCent	No.	PerCent
Required to Attend	19	39%	9	30%	3	50%	31	37%
Allowed to Attend	15	31%	14	47%	0	0	29	34%
Not Required to Attend	14	28%	7	23%	3	50%	24	28%
Not Allowed to Attend	1	2%	0	0	0	0	1	1%
Total	49	100%	30	100%	6	100%	85	100%

Item 13. Do your part-time faculty, on the average, have less, more, or equal formal education than your full-time faculty? Eighty-six per cent of the 85 responding institutions indicated that part-time faculty had an equal amount of formal education to that of the full-time faculty. Table 11 shows complete data relating to this item.

Table 11

Formal Education of Part-Time Faculty
1980-81

Status of Formal Education	C.R. Colleges		Ind.N.P. Colleges		Ind.P. Colleges		Total Colleges	
	No.	PerCent	No.	PerCent	No.	PerCent	No.	PerCent
Less than Full-Time Faculty	6	12%	2	7%	0	0	8	9%
More than Full-Time Faculty	1	2%	3	10%	0	0	4	5%
Equal to Full-Time Faculty	42	86%	25	83%	6	100%	73	86%
Total	49	100%	30	100%	6	100%	85	100%

Item 14. Do your part-time faculty, on the average, have less, more, or equal professional teaching experience than your full-time faculty? Only five per cent of the 85 responding institutions indicated that part-time faculty had more teaching experience than did full-time faculty. Most institutions reported that the experience was equal between part-time and full-time faculty, although 34 per cent reported less experience for part-time faculty. Table 12 shows complete data on this item.

Table 12

Teaching Experience of Part-Time Faculty
1980-81

Status of Teaching Experience	C.R. Colleges		Ind.N.P. Colleges		Ind.P. Colleges		Total	Colle
	No.	PerCent	No.	PerCent	No.	PerCent	No.	Per
Less than Full-Time Faculty	18	37%	10	33%	1	17%	23	34%
More than Full-Time Faculty	2	4%	2	7%	0	0	4	5%
Equal to Full-Time Faculty	29	59%	18	60%	5	83%	52	61%
Total	49	100%	30	100%	6	100%	85	100%

Item 15. Are your part-time faculty evaluated on the same bases as are your full-time faculty? Eighty-three per cent of the 84 responding institutions reported the fact that part-time faculty were evaluated upon the same bases as were the full-time faculty. From among those institutions responding negatively to the item were statements of differences in evaluation such as: "student ratings constitute the total evaluation for part-time faculty." "publications and community service not considered in evaluating part-time faculty." "part-time faculty are evaluated by students and division chairperson only." "different evaluation instruments are used for evaluation of part-time faculty." "the evaluation process is less formal for part-time faculty." and "there is no evaluation at all for part-time faculty." Data secured on this item are reported in Table 13.

Table 13

Evaluation of Part-Time Faculty
1980-81

Same Basis as for Full-Time Faculty?	C.R.Colleges No.	PerCent	Ind.N.P.Colleges No.	PerCent	Ind.P.Colleges No.	PerCent	Total Colleges No.	PerCent
Yes	42	87%	24	80%	4	67%	70	83%
No	6	13%	6	20%	2	33%	14	17%
Total	48	100%	30	100%	6	100%	84	100%

Item 16. What estimated percentage of your part-time faculty are employed: full-time elsewhere; part-time elsewhere; not employed elsewhere? Forty-three of the 83 institutions responding to this item reported that a majority of their part-time faculty held employment elsewhere; 12 of those 43 institutions reported the fact that 100% of their part-time faculty were employed full-time elsewhere while 26 reported 90% or more as being employed full-time elsewhere. Only 13% of the institutions reported that a majority of their part-time faculty were not otherwise employed. One-fourth of the reporting institutions indicated that their part-time faculty were spread across the three options, sometimes evenly divided between two of the categories, but more frequently reporting half in one category and the other half divided between the two remaining categories. Complete data on this item are reported in Table 14.

Table 14

Employment Status of Part-Time Faculty
1980-81

Employment Status of Part-Time Faculty	C.R.Colleges No.	PerCent	Ind.N.P.Colleges No.	PerCent	Ind.P.Colleges No.	PerCent	Total Colleges No.	PerCent
Majority % employed full-time elsewhere	25	51%	14	50%	4	6%	43	52%
Majority % employed part-time elsewhere	5	10%	3	11%	0	0	8	10%
Majority % not employed elsewhere	7	14%	3	11%	1	17%	11	13%
No majority % among the three options	12	25%	8	28%	1	17%	21	25%
Total	49	100%	28	100%	6	100%	83	100%

Item 17. Rank the following reasons for the employment of part-time faculty in your institution, plus other reasons which you may include, by placing a number 1 for highest rank, 2 for second highest rank, etc. There were 83 institutions which responded to this item. The reason most frequently ranked highest by all three types of private two-year institutions for the employment of part-time faculty was "to acquire competent persons in fields where full-time faculty were not available." Other less frequently ranked reasons are contained in Table 15.

Table 15

Reasons for Employment of Part-Time Faculty
1980-81

Item	No. C.R. Coll. Ranking Item #1	No. Ind.N.P. Coll. Ranking Item #1	No. Ind.P. Coll. Ranking Item #1	Total Colleges Ranking Item #
To effect financial savings	8	3	1	12
To achieve flexibility in curriculum	12	5	1	18
To acquire competent persons in fields where full-time faculty were not available	19	16	4	39
To overcome the condition of "tenured-in" faculty	0	0	0	0
To protect full-time faculty in case of enrollment declines	0	2	0	2
To broaden the community base by involving more community persons in the college program	1	1	0	2
To accommodate enrollments which do not justify full-time faculty	5	3	0	8
To meet off-campus and evening class needs	2	0	0	2
Total	47	30	6	83

Item 18. Rank the following sources from which you employed part-time faculty, plus other sources which you may include, by placing a number 1 for the source from which you employed the most, 2 for the source from which you employed second most, etc. There were 82 institutions which responded to this item. Two

sources accounted for 67% of the rankings of number one: local business/industry employees and qualified retired community members. Complete data on this item are reported in Table 16.

Table 16

Sources for Part-Time Faculty
1980-81

Source	No. C.R. Coll. Ranking Source #1	No. Ind.N.P. Coll. Ranking Source #1	No. Ind.P. Coll. Ranking Source #1	Total Colleges Ranking Source #1
High School Faculty	7	4	0	11
Other 2-year College Faculty	3	2	0	5
4-year College Faculty	4	3	0	7
Local business/ industry employee	13	13	4	30
Retired community member	15	8	2	25
Faculty spouse	2	0	0	2
University student	1	0	0	1
Administrator in junior college	1	0	0	1
Total	46	30	6	82

Summary

The data which resulted from this study of private, two-year colleges in the nation were obtained from usable survey instruments returned by 86 of the 170 colleges listed in the 1980 Community, Junior and Technical College Directory published by the American Association of Community and Junior Colleges. Major findings of the study include the following: (1) 99% of responding colleges employed part-time faculty; (2) on the average, 47% of total faculty in colleges surveyed were part-time members although percentages ranged among institutions from 100% to 6% part-time; (3) 51% of the responding colleges showed an increase in the number of part-time faculty employed from the previous year, 31% indicated about the same number, and 18% indicated a decrease from the previous year;

(4) institutions tend to employ part-time faculty within many of the subject areas, although business is the discipline listed most often by all three types of private two-year colleges; (5) 45% of the responding institutions reported that one course per semester or quarter was an average load for part-time faculty, 52% reported two courses, and 3% reported three courses; (6) 47% of the responding institutions reported salaries of $750 to $1000 per course taught, 26% reported salaries of $500-$750 per course, 17% reported salaries over $1000 per course, and 10% reported salaries of less than $500 per course; (7) 71% of all responding colleges provided some office space for most part-time faculty; (8) 73% of the responding institutions indicated that no hours for student advisement on campus were required of part-time faculty; (9) only 13% of the responding institutions required part-time faculty to attend faculty meetings; (10) service on faculty committees was required of part-time faculty in only 12% of the responding institutions and was prohibited in 3% of them; (11) part-time faculty received the same fringe benefits as full-time faculty in only 10% of the responding institutions; (12) attendance at orientation/inservice programs was required of part-time faculty in only 37% of the responding institutions; (13) the formal education of part-time faculty was considered by responding institutions to be essentially equal to that of full-time faculty; (14) teaching experience of part-time faculty was reported by responding institutions to be "less than" to "equal to" that of full-time faculty; (15) 83% of responding institutions reported that part-time and full-time faculty were evaluated on the same bases annually; (16) 52% of the responding institutions reported that a majority of their part-time faculty were employed full-time elsewhere; (17) to secure competent faculty in subjects for which full-time faculty were not available was the reason most frequently ranked number one for employing part-time faculty; and (18) more part-time faculty were employed from local business and industries than from any other single source.

G

PERSONALIZING THE COLLEGE LEARNING CLIMATE

by

DATON YOUNG ROBERTS

Texas Tech University

1980

PERSONALIZING THE COLLEGE LEARNING CLIMATE

Dayton Young Roberts, Professor
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With its roots in Florida and its initial funding from a 1969 Title III grant from Washington, the faculty development workshop "Personalizing the College Learning Climate" is now thriving out of Texas Tech University and serving more Texas colleges and universities than any other similar development activity.

Based at Texas Tech since 1973, the workshop has been conducted on 21 college and university campuses in Texas and at 104 other institutions of secondary and higher education in 29 states, Puerto Rico, the Dominican Republic and Jamaica.

Additional funding by the Arthur Young Foundation in 1975 and the Texas Tech Student Association in 1976 has contributed to further development and dissemination of the workshop and by the fall of 1980 more than 2100 pre-service and inservice college teachers and administrators had participated in "Personalizing the College Learning Climate."

Emphasis on self-concept enhancement and psychological traits (i.e. personality characteristics) as they relate to teaching and learning styles highlight the workshop activities.

After participants are introduced to current self-concept theories and clinical techniques to take back to their classrooms, they respond to instruments designed to increase their sensitivity and awareness of themselves--thus putting them in a better position to help build positive and realistic self-concepts in their students.

The instruments administered to these participants, are for the most part, forced-rank-order instruments dealing with attitudes toward personal values and with key questions related to their roles as college teacher. An analysis of the rank-order, a teacher assigns the various structured responses offered in a list of terms or statements, provides insight into specific attitudes and values of the teacher; the instruments are similarly revealing when directed at and administered to students.

The following rank-order instrument is administered at the beginning of the initial workshop since it serves to demonstrate the validity of personality typology to the participants, and this is essential for the success of the program.

As an instructor, what do you think students look for when they enter a class for the first time?

Rank 1-7

___ Friends in the class
___ Number of assignments
___ Instructor's personality
___ Specific learning objectives
___ Instructor's grading system
___ Course reading requirements
___ Types of test given

As reported by Park in his 1971 ERIC study and by Roberts in two more recent studies, college faculty and college students at all levels most frequently rank "Instructor's personality" number one. This revelation accompanied by a renewed interest in the psychological theories of C.G. Jung led to the use of the Myers-Briggs Personality Type Indicator as the principal and most sophisticated self-concept instrument used in the Personalized Learning Program.

The Myers-Briggs Type Indicator (MBTI) is a self-administered 166 item self-validating instrument first published in 1962 by the Educational Testing Service. The MBTI and the supporting research stemming from its development expanded and clarified Jung's theory that seemingly chance variation in human behavior is in fact not due to chance; it is the logical result of observable and measurable differences in mental functioning.

These basic differences concern the way people use their perceiving processes to become aware of people, things, occurences, or ideas and the way they use their judging processes to come to conclusions about what has been perceived. Since the two together--perception and judgment--

are central to a person's mental activity, they determine, to a great extent, that person's overt behavior.

Jung's theory states further that there are two ways of perceiving--by sensing and by intuition--and two ways of judging--by thinking and by feeling. In addition to whichever of these processes an individual prefers, there will be an accompanying preference for introversion or extraversion. Thus MBTI defines the following pairs of preferences from which 16 different combinations of personality type may be derived:

EXTRAVERSION (E) - INTROVERSION (I): THE DIRECTION OF INTEREST.

Does the subject's interest flow mainly to the outer world of actions, objects and persons (E), or to the inner world of concepts and ideas (I) ?

SENSING (S) - INTUITION (N): HOW SITUATIONS ARE PERCEIVED AND EXPERIENCED.

Does the subject attach more importance to the immediate realities of direct experience (S), or to the inferred meanings, relationships, and possibilities of experience (N) ?

THINKING (T)--FEELING (F): JUDGMENT PREFERENCES.

In making judgments, does the subject rely more on logical order and cause and effect (T), or on priorities based on personal importance and values (F) ?

JUDGING (J)--PERCEPTION (P): LIFE STYLE

Does the subject prefer to live in the judging attitude, systematically planning, ordering, and organizing his world, deciding what needs to be done and attempting to control events (J), or in the perceptive attitude, spontaneously, curiously, awaiting events and adapting to them (P) ?

The preference in type processes result in the 16 combinations of personality type that appear in the following table:

MBTI TYPE TABLE

	SENSING		INTUITIVE		
	THINKING	FEELING	FEELING	THINKING	
JUDGING	ISTJ	ISFJ	INFJ	INTJ	INTROVERSION
PERCEPTIVE	ISTP	ISFP	INFP	INTP	
PERCEPTIVE	ESTP	ESFP	ENFP	ENTP	EXTRAVERSION
JUDGING	ESTJ	ESFJ	ENFJ	ENTJ	

From the more than 2100 college teachers and administrators at all levels who have been typed with the MBTI in the Personalized Learning Program, the typologies of 354 full-time community college teachers were selected for study and comparison. In addition, a sample of 335 typologies of first-term community college freshmen was collected for comparison with the teacher's typologies.

Typology distribution tables A and B show that the most significant area of difference between the community college teacher typologies and the student typologies was in sensing (S) versus intuitive (N). Of the 354 teachers represented in table A, 63 percent were intuitive (N) types while in the sample typologies of the 335 freshmen students, only 26.5 percent were intuitive (N) types and 73.5 percent were sensing (S) types.

TABLE A
COMMUNITY-JUNIOR COLLEGE TEACHERS N=354

ISTJ 35 10%	ISFJ 27 7.6%	INFJ 21 5.9%	INTJ 24 6.7%
ISTP 3 0.8%	ISFP 3 0.8%	INFP .33 9.3%	INTP 9 2.5%
ESTP 9 2.5%	ESFP 6 1.7%	ENFP 60 16.9%	ENTP 27 7.6%
ESTJ 33 9.3%	ESFJ 18 5.0%	ENFJ 33 9.3%	ENTJ 12 3.4%

TABLE B
FIRST-TERM COMMUNITY-JUNIOR COLLEGE FRESHMEN N=335

ISTJ 27 8.1%	ISFJ 31 9.2%	INFJ 7 2.1%	INTJ 9 2.7%
ISTP 14 4.2%	ISFP 26 7.7%	INFP 16 4.8%	INTP 11 3.3%
ESTP 19 5.6%	ESFP 32 9.5%	ENFP 11 3.3%	ENTP 6 1.8%
ESTJ 51 15.2%	ESFJ 46 13.7%	ENFJ 15 4.5%	ENTJ 14 4.2%

This disparity of personality type distribution between faculty and community college students is typical throughout the nation; it indicates that a preponderance of intuitive (N) types are teaching mostly sensing (S) types in our community colleges. Sensing types do not see and hear and experience things in the same manner as intuitive types see and hear and experience things. The higher the sensing (S) score or the intuitive (N) score, the more pronounced these differences in perceiving become. Because of these differences, sensing (S) types will not prefer the same teaching and learning styles as intuitive (N) types.

In the first issue of FINDINGS, the Educational Testing Service quarterly devoted to research in postsecondary education, Warren states: "New means of accomodating student diversity are clearly needed, and one approach is to assess the personal preferences or learning styles of the students and adapt instructional procedures accordingly."

Teaching and learning styles and their relation to Jungian personality preferences have been investigated in numerous studies and in five doctoral dissertations emanating from the "Personalizing the Learning Climate" program. Findings indicate clearly that sensing (S) and judging (J) types prefer to teach and learn in an orderly, systematic manner in using primarily their five senses and that they respond positively to varied multi-media instructional approaches and do not respond as well to the written or the spoken word (e.g., textbooks and lectures) when used alone as instructional media. The intuitive (N) and perceptive (P) types, on the other hand, prefer to teach and learn in a flexible, unstructured manner. They are more apt to respond positively to the written and spoken work--providing that these stimulate interest and imagery. Responses to such stimuli may range from hunches to creative discoveries.

Obviously, student exhibiting these contrasting personality preferences to any significant degree should not be taught or treated in the same manner nor should they be given the same types of assignments.

In his preface to Brawer's Personality Characteristics of College and University Faculty, Arthur Cohen wrote "...one must know who and what one is if he is to be successful in teaching, a most humane profession."

American higher education has not accepted completely the premise that teaching is a most humane profession--especially at the college level--but when it does, exploration of self-concept theory and the matching of teaching and learning styles with personality preferences will play key roles in the humanizing process.

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II

ABSTRACTS AND EXCERPTS

A

A DATA-ANALYTIC APPROACH TO PROGRAM DEVELOPMENT FOR STUDENT SUCCESS ON STATE NURSING BOARD EXAMS

Final Report
On The
Austin Community College
Brackenridge School of Nursing
Curriculum Development Project

by

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June, 1981

Abstract

The ACC-Brackenridge School Of Nursing initiated a data-analytic approach to curriculum development, January 1980. The project has yielded its current results and recommendations. Grades in the following nursing courses are most strongly related to student performances on the Nursing State Board Exam:

(1) Fundamentals I
(2) Fundamentals II
(3) Orthoneurology
(4) Respiratory-Cardiovascular
(5) Man & Environment
(6) Endocrinology

Other results of interest include:

(i) The average ACC-Brackenridge student scores higher than the average R.N. applicant taking the same nursing state board exam.

(ii) ACC-Brackenridge students score highest on the Surgical subtest of the state board exam and score lowest on the Psychiatric and Obstetrics subtests.

(iii) Scores obtained from the National League of Nursing exam, taken by students during the second year in the nursing program, are correlated moderately with state board exam scores.

(iv) The aptitude scores taken from the nursing entrance exam correlate minimally with state board exam scores.

The Discussion of Results section includes suggestions for refining the nursing program in four areas: Curriculum Revision, Instructional Development, Counseling, and Future Nursing Program Studies.

Highlights of Study

Approximately one year ago a data-analytic approach to curriculum development was initiated at the ACC-Brackenridge School of Nursing. A central focus of the curriculum development project was to identify the nursing courses whose grades are most strongly associated with scores on the nursing state board exam. Sections of this report document the sources of data, basic demographic characteristics of the nursing students, the rationale for selecting data-analytic techniques, statistical results, and recommendations for refining the nursing curriculum so that student learning will be maximized and high performance on future state board exams will be insured. The goals of the curriculum development project and the major findings are briefly described below:

Goals:

A. To identify the nursing courses which are most influential in determining student performance on the nursing state board exam. In addition to a total performance score on the nursing state board exam, five subtest scores are also provided:
(1)Psychiatric
(2)Obstetrics
(3)Pediatrics
(4)Medical
(5)Surgical

Grades in nursing courses were correlated with total board scores as well as the five subtest scores.

B. To compare the performances of the ACC-Brackenridge students to other R.N. applicants taking the same state board exam in Texas.

C. To identify which subtest knowledge areas of the nursing state board exam are most and least difficult for ACC-Brackenridge students.

D. To investigate the potential usefulness of the National League of Nursing exam as a feedback device for students preparing for the nursing state board exam.

E. To examine relationships between student aptitudes (i.e., Total aptitude, Science, Reading, and Math aptitudes) and performances on the state board exam.

Results:

(A). The nursing courses whose grades are most strongly related to total board scores are:

1. Fundamentals I and Fundamentals II (Fundamentals: NSG 1616 & NSG 1626)
2. Orthopedics and Neurology (Orthoneurology: NSG 2149)
3. Respiratory and Cardiovascular (Respiratory-Cardiovascular: NSG 2029)
4. Man & Environment (NSG ????)
5. Endocrinology (NSG 2193)

Grades in these eight courses correlated stronger with total board scores than grades in the other nursing courses. Grades in nursing courses not listed above contribute little to predicting overall state board performance after grades in the above eight courses have been entered into a prediction equation (i.e., a stepwise multiple regressionan analysis). Yet, grades in all nursing courses are correlated positively with total board scores. This pattern of correlations suggests that contributions from other nursing courses may be primarily to reinforce and supplement concepts and information presented in the eight crucial courses listed above. The most efficient set of nursing courses leading to successful state board performances appear to be:

(1) Fundamentals I and Fundamentals II
(2) Othopedics and Neurology
(3) Respiratory and Cardiovascular

If performances on specific board subtests (e.g., Psychiatric) are to be targeted in the revised curriculum, Tables 2 and 3 should be valuable in identifying courses whose contents and instructional techniques might be emphasized. Tables 2 and 3 list rankings of the correlations between nursing course grades and subtest performances.

(B). The average ACC-Brackenridge student scores consistently and significantly better than the average R.N. applicant taking the same state board exam in Texas.

(C). ACC-Brackenridge students appear to have the most difficulty with the Psychiatric and Obstetrics subtests relative to the other three subtests of the state board exam. ACC-Brackenridge students appear to have the least difficulty with the Surgical subtest relative to the other four subtests of the state board exam. Comparing ACC-Brackenridge students' means with the total Texas means

revealed that ACC-Brackenridge students tend to score higher on each subtest. However, ACC-Brackenridge students scored more similar to the total Texas sample on the Psychiatric and Obstetrics subtests than on the other three subtests.

Male students tend to score lower on the Obstetrics subtest than female students.

(D). The nine scores provided by the National League of Nursing Exam are correlated positively and significantly with state board exam scores. Total board scores are most strongly correlated with Nursing Care II and Nursing Care III scores of the N.L.N. exam. Unexpectedly, some N.L.N. scores correlate more strongly with board subtest scores other than the N.L.N. score "intended" to be the best predictor of a subtest score (e.g., the N.L.N. Psychiatry score correlates stronger with the board subtest scores for Pediatrics than the N.L.N. Maternal Child scores correlated with Pediatric subtest scores.)

(E). Total Aptitude scores of students correlate significantly, yet minimally, with scores on the nursing state board exam. Different aptitudes(Math, Science, & Reading) correlate significantly with different subtest scores of the board exam. Although math aptitude is not significantly related to total board scores, it is significantly related to Psychiatric subtest scores of the board exam.

B

A STUDY OF THE ECONOMIC IMPACT OF FRANK PHILLIPS COLLEGE ON HUTCHINSON COUNTY

by

Frank Phillips College

1981

196

ABSTRACT

INTRODUCTION

Frank Phillips College is a two-year state supported, comprehensive, community college. The College is located in Borger, Texas, which is the largest of three communities in Hutchinson County. Frank Phillips College is the only institution of higher learning in the northern ten counties of the Texas Panhandle, an area of over 20,000 square miles.

Frank Phillips College was founded in 1948 with two-year college transfer programs. The first vocational programs were started in 1973 and now number twenty-three. The college enrollment in the fall of 1980 was 835 students in college credit classes and 455 in non-credit classes. The college maintains a men's and a women's dormitories with a 200-student capacity. Full-time students number 336 with the remainder being part-time students who attend evening classes while being employed full-time. The college has 63 full-time and 72 part-time employees. The full-time teaching faculty is 27.

Problem

This study will estimate many of the economic costs and benefits that result from the operation of Frank Phillips College. Community and College relationships are frequently characterized by hostility on one

side and aloofness on the other. However, when the mutuality of interest and goals is understood these barriers are broken down and there evolves a comradship between college and community.

Purpose

The purpose of this study will provide a basis for understanding one set of relationships between Frank Phillips College and Hutchinson County. This study will provide a guide for persons interested in finding out whether it cost a community more or less than it gains economically by having a college in its midst.

The research underlying this study involved the analysis of facts in particular situations. The specific objective, however, was to set forth a model for each situation that will track costs and benefits as they relate to the economic impact of any college on any community.

Findings

The economic impact of any particular organization on a particular community is vast, complex, and at best difficult to detail. This study does not purport to answer all the questions concerning economic impact, but does intend to provide a basis for evaluating the impact of one college (Frank Phillips College) on one community (Hutchinson County).

C

A CODING SYSTEM MODEL FOR THE PHYSICALLY HANDICAPPED FOR USE WITH THE SYSTEM OF INTERACTIVE GUIDANCE AND INFORMATION (SIGI)

Dissertation
for the Degree of
Doctor of Philosophy

by

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1981

Bell, Caroline Spears, A Coding-System Model for the Physically Handicapped for Use with the System of Interactive Guidance and Information (SIGI). Doctor of Philosophy (Higher Education), December, 1981, 121 pp., 18 tables, bibliography, 44 titles.

The problem with which this study is concerned is to determine if the System of Interactive Guidance and Information (SIGI), which is a computer-based career guidance system that is employed with non-handicapped individuals, can be adapted to serve the needs of physically handicapped individuals. One hundred forty eight career and guidance professionals responded to a survey instrument, which was designed by the investigator, indicating their perceptions of the limiting effects of twelve specified handicapping conditions on the SIGI-programmed occupations. These respondents also listed their specific occupations, average time spent in career counseling with each handicapped individual, resources used in career counseling, incidence of use of SIGI, and opinions of needed changes to SIGI to make it a viable instrument in counseling the handicapped.

Based on the data results of this study, a model coding system was developed and is presented for use with the SIGI interactive computer program, which allows handicapped individuals a wide range of career and occupational choices by

taking into consideration occupational limitations for each of twelve handicapping conditions (arthritis, asthma, blindness, cardiovascular conditions, cerebral palsy, deafness, diabetes, epilepsy, hemiplegia, orthopedic conditions, paraplegia, and quadraplegia). The coding-system model indicates that a person who has one of the specified handicaps could consider forty-nine occupational categories with a probability for success (code S), with a probability for success with assistance, prosthetic device, or restricted activity (code A), or with success precluded (code X). This model also suggests further modifications to SIGI for use with physically handicapped individuals that include the addition of more occupations and vocabulary simplification.

D

SELECTED MANAGEMENT FUNCTIONS IN THE ROLE OF FIRST LINE ACADEMIC ADMINISTRATORS IN ALASKA COMMUNITY COLLEGES

Dissertation
for the Degree of
Doctor of Philosophy

by

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1982

Dr. Bob W. Miller, Major Professor

Mahaney, Teri, Selected Management Functions in the Role of First Line Academic Administrators in Alaska Community Colleges. Doctor of Philosophy (Higher Education), May, 1982, 203 pp., 39 tables, bibliography, 117 titles.

The managerial role of first line academic administrators in the ten Alaska community colleges was examined in this study. Academic administrators were surveyed to determine the frequency of performance and perception of importance of 157 selected management activities which were divided into the five functions of management--planning, organizing, staffing, directing/leading, and controlling. Demographic data concerning length of time in present position and management education and experience was examined as was a rank ordering of the importance of the five functions of management and the need for training and development in those areas. Stewart's study, Selected Management Functions in the Role of Division Chairs in Multi-Campus Community Colleges, served as a model, and the survey instrument from that study was revised and replicated for this study.

An analysis of the data provided by respondents revealed the following:

1. The frequency of turnover for first line administrators is significant, especially in the remote areas.

2. First line administrators have limited formal management training, but a majority of them have had over two years of management experience in both educational and non-

educational organizations.

3. First line administrators engage in the five functions of management and consider them important to their roles, and there is a need for training and development in all five functions of management.

4. These administrators spend most of their time dealing with functions involving faculty/staff, curriculum and instructional development, budget matters, and planning or attending meetings.

5. Of these, the management activities involving faculty/staff were considered the most important, with "Recommend employment of part-time faculty and staff each term" considered the most important management activity by both urban and rural administrators.

6. The imagined difference in the roles of urban and rural administrators does not seem to exist.

7. A comparison of the Alaska and Texas studies shows no significant difference in the role of the first line administrator/division chair, with surprising duplication of most important and most frequently performed management activities.

E

A STUDY OF THE EMPHASIS THAT JUNIOR COLLEGE COUNSELORS, ACADEMIC FACULTY, AND OCCUPATIONAL FACULTY BELIEVE THAT COUNSELORS SHOULD PLACE ON SPECIFIC COUNSELING ACTIVITIES

Disseratation
for the Degree of
Doctor of Philosophy

by

ALBERT G. MOGOR
North Texas State University
1980

Mogor, Albert G., A Study of the Emphasis that Junior College Counselors, Academic Faculty, and Occupational Faculty Believe that Counselors Should Place on Specific Counseling Activities. Doctor of Philosophy (Higher Education), December, 1980, 178 pp., 63 tables, bibliography, 53 titles.

The purpose of this study was to determine whether differences exist among counselors, academic faculty, and occupational faculty, on two campuses of a junior college district, with respect to the emphasis they believe that counselors should place on specific counseling activities.

The subjects for the study consisted of 247 counselors, academic faculty, and occupational faculty, representing the South Campus and the Northeast Campus of the Tarrant County Junior College District, Fort Worth, Texas.

A questionnaire entitled Survey of Emphasis on Junior College Counseling Activities was developed in order to measure the emphasis (high or low) that the subjects believed should be placed, by counselors, on specific counseling activities. Content validity, face validity, and test-retest reliability were established for the instrument. The final form of the instrument consisted of 49 items (counseling activities). The items represented a variety of professional activities being performed by junior college counselors.

Following collection of the data, comparisons were made of the subjects' responses to each item of the questionnaire. The design of the study involved making comparisons of the responses of the following groups:

(1) South Campus counselors, academic faculty, and occupational faculty

(2) Northeast Campus counselors, academic faculty, and occupational faculty

(3) South Campus faculty and Northeast Campus faculty

(4) South Campus counselors and Northeast Campus counselors

(5) all counselors (both campuses combined) and all faculty (both campuses combined)

With one exception, a series of chi-square tests of independence was employed in order to analyze the data. A series of Fisher exact tests was employed in order to compare the responses of the South Campus counselors and the Northeast Campus counselors.

Results of the study indicated that the total group of counselors and the total group of faculty were in agreement that high emphasis should be placed on counseling activities related to assisting students in career selection, educational planning, and evaluation of their academic achievement. The most outstanding disagreement between these two groups was related to those activities of a personal

counseling nature. Counselors seemed to believe that high emphasis should be placed on personal counseling. Faculty, in general, were of the opposite opinion.

Comparisons by campus revealed that the South Campus counselors and the Northeast Campus counselors were in close agreement in their perceptions of the relative importance of specific counseling activities. These two groups differed on only four of the 49 items comprising the questionnaire. The South Campus faculty and the Northeast Campus faculty differed on 12 items. The major difference appeared to be that the South Campus faculty viewed some areas of personal counseling as being more important than did the Northeast Campus faculty.

The Northeast Campus counselors differed from the Northeast Campus academic faculty on the majority of the items of a personal counseling nature. However, on rone of these items did the counselors differ from the occupational faculty. However, this finding was not obtained by comparison of the South Campus groups.

Results of the study were discussed and compared to related research conducted at two-year colleges. Conclusions were formulated based upon results of the study, and some recommendations for further research were offered.

F

SELECTED MANAGEMENT FUNCTIONS IN THE ROLE OF DIVISION CHAIRPERSON IN MULTI-CAMPUS COMMUNITY COLLEGES

Dissertation
for the Degree of
Doctor of Education

by

W. GENE STEWART
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1981

Stewart, W. Gene, Selected Management Functions in the Role of Division Chairpersons in Multi-Campus Community Colleges. Doctor of Education (Higher Education Administration), August, 1981, 239 pp., 48 tables, bibliography, 79 titles.

The problem of the study was to develop and investigate selected management functions in the role of division chairpersons in multi-campus community colleges. The researcher collected data concerning the role of division chairperson from presidents, academic deans or vice-presidents, and division chairpersons within the Dallas County Community College District, Texas, and the Tarrant County Junior College, Texas.

Purposes of the study included determining how much formal management education the division chairpersons had completed; and determining amounts of experience in their current roles, and in educational and non-educational organizations. Further purposes were to determine perceptions of all participants concerning both the importance of and the frequency of occurrence of 158 management activities in the role of division chairperson.

Using a model of the five management functions of planning, organizing, staffing, directing or leading, and controlling, and twenty management activities for

comparison, three division chairpersons developed 245 management activities which they actually performed in their jobs. An eleven-member panel of experts validated the proposed instrument. The list was reduced to 158 management activities. A research instrument was constructed and subsequently completed by 93.5 per cent of the subjects.

Narrative summaries were made concerning the demographic data which were collected. Statistical analyses were completed for importance and frequency on each activity which had been developed for the study, according to means and standard deviations, analysis of variance, Scheffé 3 x 1 analysis, and t-test of the means. A principal factors analysis was accomplished for each activity, according to importance. One management function at a time was analyzed by the method to confirm whether division chairpersons engage in management activities and functions as outlined by the model.

Major conclusions of the study were that division chairpersons do engage in five management functions, but that they may not engage in every management activity. Chairpersons engage extensively in communications and complete large volumes of administrative and clerical work.

G

ATTRITION IN AN OPEN-ADMISSIONS COLLEGE

by

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January, 1981

Introduction

The question of open-door or revolving door has recently been used to describe the situation today in open-admission institutions. Since community colleges, such as Texas Southmost College (TSC), have adopted open-door policies, the students attending such institutions have increased in number as well as in the variety of abilities, preparations, ethnic, and socio-economic groups they represent. While the open-door policy has had dramatic effects on the number of students seeking access to higher education, so has the increase in the amount of federal financial aid available. Unfortunately, as the number of students gaining access to higher education has increased so has the number of dropouts. From an enrollment of 1,500 in 1970, TSC jumped to 4,469 in the fall of 1975 to 5,011 in the spring of 1980. About 75% of these students are Hispanics. Although there seems to be a steady and significant increase in the number of Hispanics entering TSC, attrition rates also appear high. Enrollment figures for TSC underline this trend; approximately 2,000 freshmen attended classes in the fall of 1977, while less than half of that number enrolled as sophomores the subsequent fall semester.

The research reported here is an attempt to identify: (1) characteristics of beginning students enrolled in academic courses at TSC, (2) exit categories for these students, (3) the relationship between student characteristis and exit categories, (4) and, a method of determining the probable success or failure of future students. The study is planned to provide a data-base of enrollment and attrition patterns that can be the basis for future policy, program, and research recommendations.

Recommendations

The following recommendations are based on the findings of this study and similar studies reviewed.

Research

1 Studies similar to this should be conducted for other periods and cohort groups in this institution to verify the findings of this research and to eliminate some of its limitations.

2 Studies similar to this should be conducted at other two-year institutions in order to be able to make generalizations of wider applicability and to identify other variables that may be related to student retention in different settings.

3 Experimental studies to determine which academic or other developmental type of programs are more effective in improving student performance and decreasing student attrition in this kind of institution.

4 Studies to determine which institutional factors contribute to enrollment and retention.

Administration

One of the major findings of this study was the recognition of the lack of an existing data base and the lack of a coherent method of collecting student information in this institution. Under such conditions it is nearly impossible to conduct studies such as this, but more important, it is impossible to develop policy and administrative procedures to improve enrollment and attrition patterns.

If there is to be a serious attempt to deal with enrollment and attrition problems in institutions such as this, there must be coherent and valid procedures for collecting entry level student information, especially that type of information that this and similar types of studies indicate is related to student success or failure.

Some individuals are concerned that attempts to collect entry level data from students might make the admission procedure too cumbersome and work at cross purposes with the open admissions process. This risk must be recognized; but a procedure that minimizes this danger is highly recommended. Otherwise, we are left with the choice of just muddling through the serious problem of student attrition without any chance of seeking some of the answers.

Along with entry level data, the following kind of information would also be helpful in developing policy and administrative procedures designed to improve enrollment and attrition patterns.

1 Information on the academic developmental needs of entering students.

2 Information on the academic progress of students once they have entered.

3 Surveys of student perceptions, needs, attitudes, and other indications of possible success or failure.

4 Follow-up information on drop outs as well as successful students in order to identify those elements that contribute to success and failure.

Program

1 Academic developmental program in the basic skill areas; however, attempts should be made to determine which type of programs are more effective in efforts to eliminate waste and deal with the problem of attrition directly.

2 Counseling and advisement procedures designed specifically for the purpose of improving enrollment and attrition patterns and based on data and information from the population for which the counseling procedures are designed.

3 Staff and faculty training sessions on the problems related to enrollment and attrition, the variables involved, and the procedures and programs available.

4 Orientation sessions with entering students designed to acquaint them with information on the drop out situation, to inform them of the programs and services available to assist them, and to encourage them

to get involved in the life of the college.

5 Organize and/or improved on-campus student activities and organizations. Studies have shown that student involvement in such activities can improve student retention.

6 Programs of financial aid in the form of grants, scholarships and loans as well as work-study programs. Studies have shown that these are the type of financial assistance programs that improve enrollment patterns and retention rates.

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H

THE DEVELOPMENT OF THE JUNIOR COLLEGE AND THE CULT OF EFFICIENCY

Doctoral Dissertation

by

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1981

Texas Tech University, College of Education
Dissertation Abstract

THE DEVELOPMENT OF THE JUNIOR COLLEGE AND THE CULT OF EFFICIENCY

by

Connie Martin Bibus

Major Advisor: Dayton Y. Roberts, Ph.D.
Professor and Chairman, Higher Education

Since the 1960s historians have been reevaluating the first three decades of the twentieth century. They contend that changes in demography, values, and economy in the era established the patterns of modern America. In particular, historians have emphasized the influence of the cult of efficiency: they contend that business values dominated American culture. Historians of education have also examined these three decades when American education expanded rapidly and became increasingly vocational.

The purpose of this study was to apply the research of historians and historians of education to an institution which began in this era, the junior college. In addition, this study used institutional surveys of junior and senior colleges made by educators in this period. These surveys provided detailed information on such topics as plant operation, faculty schedules, and courses taken.

The study explored three themes related to the development of the junior college. First, demographic changes increased the number of students who desired higher education, and colleges became overcrowded. Responding to popular demand and to educators' arguments that the first two years of colleges were essentially secondary education, high schools established programs for college credit. Developing from the high school, the junior college became an institution with general facilities for higher education, but without a traditional college campus.

Second, the cult of efficiency influenced all educational levels, but business standards particularly influenced the junior college. Its appeal to students was low cost, not a prestigious degree or a collegiate environment. Economic issues, therefore, determined educational policy, and efficiency became the hallmark of the junior college.

Third, technology transformed the economy in this era, and many careers required some higher education, but not a B.A. degree. Junior college programs were suitable for these careers, and junior colleges added vocational courses to already existing transfer programs.

During the first three decades of the twentieth century, the junior college developed its institutional trademarks. It became a facility for general educational programs offered at low cost. In an age of mass production, the junior college developed a basic model: the junior college was the Model T Ford of higher education.

I

A DELPHI INVESTIGATION CONCERNING TWO-YEAR COLLEGE ADMINISTRATORS' PERCEPTIONS OF THE FUTURE ENROLLMENT OF OLDER ADULT STUDENTS AND THE PROVISION OF EDUCATION FOR THIS POPULATION AT TWO-YEAR COLLEGES

Doctoral Dissertation

by

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1982

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April 5, 1982

Dear Friends:

Our study concerning the future of older adult learners (30+) at two-year colleges is completed. Your participation was and is greatly appreciated. Ninety administrators participated in Rounds I and II and eighty-six returned Round III. In my opinion, this was a phenomenal participation rate on a questionnaire of one hundred sixty-eight items!

For this study, the criteria for an item being considered relevant (worthy of consideration) was a median of at least 5.50 and an interquartile range (the middle fifty percent--Q_1-Q_3) of 2.00 or less. These are criteria that have been used by Cochran, a co-founder of the Delphi technique at the Rand Corporation. The application of these criteria to the one hundred sixty-eight items generated by the panel produced fifty-five relevant items. The relevant items were:

Stem One: Full-Time--1, 9, and 11;

Stem One: Part-Time--1, 7, 8, 10, 11, 13, 17, 19, and 21;

Stem One: Credit--1, 6, 8, 11, 13, 16, and 17;

Stem One: Non-Credit--1, 5, 9, 15, and 16;

Stem Two--1, 3, 4, 8, 9, 13, 14, 15, 19, 20, 21, 22, 23, 30, and 32;

Stem Three--2, 3, 6, 16, 18, 19, and 24;

Stem Four--2, 3, 4, 5, 6, 7, 14, 16, and 17.

Two items met the criterion for the median but failed to meet the criterion for the range. One hundred twelve items did not meet the median criterion. Seventy-eight items had ranges that met the criterion, but had medians that were too low. Thirty-three items failed to meet both of the criteria. Several of these latter items were contrary to the general thrust of most of the items generated by the panel.

On the third round most Delphi panels move upward on the median value for most items and move together in consensus (interquartile range shrinks)

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on most items. This panel obviously was not a "traditional" Delphi panel. I consulted Cochran on this and he said the results of the survey were "unique" but valid.

Something caused the panel to move from Round II to Round III to a more conservative stance. It is difficult to explain what happened. I know that some panelists "swung" drastically toward "disagree" after seeing the feedback from Round II. Possibly some felt there was too much agreement with the items. This is perfectly all right. Cochran says this helps to "purify the data."

The highest ranking item was Stem One: Part-Time Students (number one) that says part-time students will increase at two-year colleges in the next two decades. The lowest ranking item was Stem One: Non-Credit Students (number four) that says non-credit students will decrease at two-year colleges in the next two decades.

The Full-Time Students category ranked lowest among the categories in acceptance. This seems to reflect the uncertainties surrounding the future of the full-time student at two-year colleges. Stem Four ranked highest among the categories. This stem, in being less specific and more general in nature, would seem to almost automatically allow for more acceptance.

The panel showed a strong agreement with current emphasis in adult education on career changing, training, and retraining for vocational purposes. This possibly reflects the over-representation of vocational-technical administrators that occurred in the generation of Round I items. These panelists seemed to have stronger opinions and more urgent concerns (at least as expressed) than instructional administrators.

A pragmatic inclination was evidenced. The panel agrees with pragmatic instructors, practical, realistic course design, faculty ability to relate theory to practical application, and skills and credentials acquisition.

A partial awareness of the changing demographics (an aging America) was demonstrated by the panel. The items that said older adult students would "increase" were generally very high in rank. The panel also agreed that part-time students would become a significant proportion of all students. This is, as you know, already the situation at most two-year colleges.

In the panel's opinion, adult enrollment will not "increase dramatically." In all areas this item was ranked very low. These responses seem to indicate an ignoring of or a rejection of recent projections by demographers, the Census Bureau, and other researchers of a dramatic change toward an aging American population. (The Carnegie Council on Policy Studies in Higher Education predicts a decline of 23.3 percent of the 18-24-year age group by 1997.)

The panel agreed that registration should be made more flexible and streamlined. A recent study showed that little has been done nationally

at colleges to help older adults (who are usually taking only one or two courses) to get through registration with less time or effort. The panel, however, does not want to liberalize admissions. Strong feelings were expressed about "maintaining standards." Finally, the panel agreed that counselors should be available at night and on weekends and that they should be more oriented to job placement and career changing.

The enclosed questionnaire shows the Round III response of the panel. This time, instead of showing the Q_1 and Q_3 value, I am only showing the interquartile range value. This will save you the trouble of calculating the spread between Q_1 and Q_3. Two rankings are also given. One ranking indicates how all the items fared when ranked against each other. The second ranking, the intracategorical ranking, shows how the items within each stem or parts of a stem ranked when compared against the other items in that section.

Thanks again for your time,

Wendell W. Jones

Wendell W. Jones, Assistant Director
Adult Vocational/Continuing Education

jj

Attachment

ROUND THREE RESULTS - DELPHI

Stem One: In my opinion, in the next two decades enrollment of older adults (30+) as full-time, part-time, credit, or non-credit students at two-year colleges will

(FULL-TIME STUDENTS)

Round Three Results				
Median	Q_1-Q_3	Intra-categorical Rank	Complete List Rank	
6.152	1.878	2	25	1. increase
5.000	2.384	14	133	2. increase moderately
3.722	3.204	15	158	3. increase dramatically
2.722	2.327	16	162	4. stabilize near present level
1.303	1.405	17	165	5. decrease
2.045	2.383	18	167	6. decrease due to reduction of financial aid and changes in the economy
5.388	1.570	5	63	7. increase as a percentage of total enrollment
4.821	1.746	11	114	8. increase due to economic conditions
5.566	1.435	3	37	9. increase due to training needs
5.166	1.809	10	95	10. increase due to a desire for personal enrichment
5.694	1.283	1	15	11. be career, training, or Occ-Tech oriented
4.420	1.611	13	129	12. increase because of higher educational level
4.764	1.390	9	93	13. increase because of aid given by employers and other sources
5.000	1.381	7	84	14. be more women than men (due to "displaced homemakers," etc.)
5.125	1.586	8	88	15. cause administrator and faculty attitude and instructional changes
5.285	1.576	6	74	16. become of major importance in planning
4.944	2.031	12	125	17. cause changes in student activities
5.465	1.370	4	42	18. seek job-entry training
				(PART-TIME STUDENTS)
6.546	1.496	1	1	1. increase
5.041	1.988	17	117	2. increase moderately
4.812	2.992	19	149	3. increase dramatically
2.555	2.068	20	159	4. stabilize near present level
1.320	1.228	21	164	5. decrease
5.048	1.750	13	99	6. increase, but only if colleges are flexible enough to meet the real needs of students and the community
5.800	1.166	2	9	7. increase for career-change, job-skills, and other vocational reasons
5.982	1.536	4	14	8. increase more than full-time students
5.075	1.450	10	83	9. increase because of support of employers
5.500	1.608	9	57	10. demand changes in scheduling, degree programs, course offerings, counseling, and their "money's worth" in relevant instruction
5.785	1.523	6	26	11. increase in and cause changes in evening program (more offerings and more staff on hand)

Round Three Results				
Median	Q_1-Q_3	Intra-categor-ical Rank	Complete List Rank	
5.108	1.964	15	108	12. be more women than men (displaced homemakers, widows, etc.)
5.611	1.543	8	44	13. become a significant proportion of all students
4.166	2.183	18	145	14. increase due to reduction of financial aid and changes in the economy
4.633	1.476	14	107	15. increase because of growing acceptance of education
5.031	1.566	11	91	16. affect the colleges' financial status because of funding patterns
5.742	1.458	5	24	17. cause more full-time faculty to teach at night
4.976	1.880	16	111	18. tend to have non-academic obligations
5.750	1.182	3	12	19. be a more varied group, with divergent aptitudes and achievement levels
4.941	1.588	12	96	20. enroll for fun and life-skills courses
5.662	1.441	7	32	21. increase substantially in certain geographic areas
				(CREDIT STUDENTS)
5.590	1.904	9	78	1. increase
4.900	1.810	14	113	2. increase moderately
3.633	2.894	21	156	3. increase dramatically
3.062	2.539	22	157	4. remain about constant
2.071	2.345	23	166	5. decrease
5.611	1.249	2	20	6. be career-change, job-skills, job promotion, labor market, and retraining oriented
4.760	2.125	16	131	7. decrease in liberal arts courses
5.685	1.564	5	38	8. demand instructor flexibility, scheduling flexibility, quality education, and curriculum changes
5.269	1.642	11	82	9. be the future target of education because of changing technology
4.133	1.683	17	139	10. save many colleges from going out of existence
5.621	1.459	4	34	11. increase more in industrial communities
4.700	1.890	15	128	12. show a trend away from degree programs
5.794	1.334	1	13	13. increase in part-time study
5.209	1.411	8	64	14. take credit courses for transfer to work place or other schools
5.112	1.540	13	87	15. depend upon the response of colleges
5.560	1.210	3	21	16. tend to seek skills and credentials
5.533	1.496	6	48	17. increase if professional associations demand continuing education and use two-year colleges for this service area
5.318	1.745	12	86	18. include a higher percentage of women
5.375	1.708	10	80	19. necessitate the colleges' re-evaluation of present curriculum and instruction
3.750	1.919	19	148	20. not be as well prepared for college as current older students
4.939	1.086	7	61	21. increase due to population changes
3.181	2.266	20	154	22. will be more involved in student activities than current older students
4.272	1.843	18	140	23. increase in leisure-time and humanities courses for intellectual stimulation

Round Three Results				
Median	Q_1-Q_3	Intra-categorical Rank	Complete List Rank	
				(NON-CREDIT STUDENTS)
5.543	1.747	8	65	1. increase
2.958	2.210	15	155	2. remain constant
4.045	2.884	14	153	3. increase dramatically
2.000	2.361	16	168	4. decrease
5.822	1.440	2	17	5. require flexible scheduling, broader course offerings, and special short vocational and avocational courses
4.833	1.560	9	100	6. increase, especially adults over 55 years of age
4.807	1.882	11	124	7. depend on employer requirements for non-credit training
5.328	1.314	6	50	8. require more staff and offerings (vocational and avocational) in Adult/Continuing Education area
5.590	1.360	3	30	9. require analysis of older students' non-credit needs
5.023	1.005	5	49	10. enroll more in pre-retirement and avocational courses
4.041	1.790	12	141	11. take courses for college entry-level skills
4.742	1.598	10	108	12. create a need for more "career-awareness" workshops
3.166	1.996	13	152	13. be the mainstay for community colleges
5.352	1.346	7	51	14. increase in skills-oriented courses
5.785	1.396	1	16	15. increase in computer-skills courses
5.500	1.353	4	35	16. increase if offerings are available
				Stem Two: In my opinion, if an older student population enrolls, the faculty of two-year colleges will need to adopt the following instructional strategies and attitudes
6.250	1.379	2	6	1. realize the difference between 18 year old students and older adult students
5.000	2.507	31	137	2. create "student-centered" courses that allow student self-direction, self-pacing, individualization, and participation in determining course content and goals
5.803	1.507	6	23	3. be more flexible, practical, and realistic in course design
5.500	1.867	21	81	4. allow credit for experience and credit by examination
3.428	2.971	34	160	5. no changes needed by many colleges
4.982	1.647	23	98	6. competency-based education
4.657	2.670	32	143	7. less use of lecture method
5.741	1.658	9	43	8. more competent, pragmatic, and open-minded instructors that are aware and concerned about non-traditional students' needs and self-concepts.
5.660	1.614	10	46	9. faculty in-service for understanding adults
5.406	1.434	11	52	10. tap students' experience and enable them to learn from their past
4.934	1.941	29	121	11. talk clearly and loudly and use suitable vocabulary
5.343	1.571	17	69	12. develop student "life-long learning" skills
5.985	1.283	3	8	13. faculty ability to relate theory to practical application
6.080	1.446	4	9	14. exercise diligence to not lower standards

Round Three Results

Median	Q_1-Q_3	Intra-categorical Rank	Complete List Rank		
5.541	1.675	13	60	15.	more instructor/institution accountability
4.540	1.672	30	126	16.	more courses for women
5.000	1.825	25	105	17.	use of tutors
5.180	1.791	22	92	18.	instructional television and computer-assisted instruction
6.166	1.271	1	5	19.	be prepared to respond to technological change
5.766	1.396	5	19	20.	emphasize computational and communication skills
5.766	1.518	7	29	21.	more courses of non-traditional length, design, and content
5.666	1.773	12	56	22.	become aware that older students are more diverse, mature, demanding, motivated, pragmatic, obligated, and prone to absenteeism
5.500	1.730	18	70	23.	really put the "open-door" policy into practice
3.620	1.973	33	150	24.	less electronic and more print media use
5.071	1.377	20	77	25.	use counselors or special instructors to help students with bad study habits
5.458	1.675	16	68	26.	explain how each course relates to the world of work (especially occupational students)
4.630	1.628	27	119	27.	andragogy instead of pedagogy
3.500	3.159	35	163	28.	more tolerance of absenteeism
5.100	1.391	19	74	29.	faculty designed "refresher" courses
5.533	1.389	8	36	30.	tailor curriculum to student needs
5.200	1.379	14	62	31.	reach each individual at his/her level (to help retain them)
5.545	1.757	15	67	32.	treat education as a marketable product
4.833	1.713	26	110	33.	more contract learning
4.948	1.716	24	103	34.	allow students to "study around" family and job responsibilities
4.725	1.730	28	120	35.	more emphasis on students teaching students

Stem Three: In my opinion, if an older student population enrolls, the needed changes in registration, admissions, scheduling, counseling, child care, and other services will be

5.055	2.549	25	136	1.	day and night on-campus child care
5.866	1.520	2	22	2.	teach students where and when they want to be taught (including evening and weekend classes, complete degree programs at non-traditional times)
5.882	1.311	1	11	3.	assess and meet student deficiencies
3.108	2.652	31	161	4.	needed changes will be minimal
4.833	1.741	17	112	5.	expand job-placement offices
5.850	1.807	8	47	6.	more flexible and streamlined registration (including mail-in, continuous, or extended)
4.642	2.656	27	144	7.	liberalized admissions requirements
5.464	1.547	10	54	8.	more counseling aimed at job placement and career changing
4.615	1.664	19	122	9.	involve other spouse in child-care services to keep costs low
4.500	1.708	21	130	10.	neglected or ignored by some community colleges
4.550	2.022	24	135	11.	upsetting to many administrators and "money-staff"

Round Three Results

Median	Q_1-Q_3	Intra-categorical Rank	Complete List Rank		
3.976	2.027	28	146	12.	too little, too late for many students
5.180	1.672	14	89	13.	hampered by budgetary limitations
4.562	1.363	16	104	14.	scheduling adjusted to transportation facilities
5.342	1.277	7	45	15.	to inform students of available services
5.500	1.393	5	40	16.	activities to assist in mid-life career changes
4.456	1.980	26	138	17.	to place student goals before institutional goals
5.780	1.671	4	39	18.	counselors available at night and weekends
5.730	1.627	6	41	19.	more support services for training at company sites
4.447	1.821	22	132	20.	testing and placement optional
3.785	2.196	30	151	21.	less counseling and child care than for the under thirty group
5.233	1.644	13	85	22.	counselors sensitive to skill goals as opposed to degree goals
5.185	1.427	11	71	23.	typewriter and computer availability
5.741	1.488	3	28	24.	assessment of community needs followed by adding/deleting course offerings
4.500	2.601	29	147	25.	ACT/SAT not valid (new testing needed)
4.615	1.603	18	118	26.	counseling for students whose spouses feel threatened
4.500	1.640	20	127	27.	fewer and different student activities
5.166	2.583	23	134	28.	decline in athletics
5.462	1.518	9	53	29.	assessment of "non-traditional" learning
5.293	1.544	12	72	30.	tutorial services
5.394	2.132	15	101	31.	libraries open seven days a week
				Stem Four:	In my opinion, if the older student population enrolls, colleges could consider the following changes of philosophy, goals, mission, or organization
6.277	2.487	12	66	1.	Occ-Tech leader's position should parallel that of the academic instructional leader
5.590	1.904	15	78	2.	assign more administrative time to this population
5.764	1.390	5	18	3.	mission should change as student needs change
6.157	1.221	1	2	4.	remove as many barriers as possible to enhance the educational environment
5.633	1.405	7	31	5.	cost effectiveness
6.055	1.221	4	7	6.	stay with basic community college mission, but broaden services
5.500	1.623	11	59	7.	goals will become more course oriented than degree or program oriented
5.092	2.027	22	116	8.	no changes needed if the colleges are tuned-in to the needs of the community
5.441	2.071	17	94	9.	community colleges have in operation the philosophy and goals necessary to meet the needs of the older population
5.293	1.544	13	72	10.	improved inter-institutional cooperation
5.018	1.665	18	96	11.	technical assistance for marketing
5.420	1.516	9	55	12.	emphasize recruiting older students
5.208	2.049	20	106	13.	respond to needs of students without concerns over "turf"
5.769	1.568	8	33	14.	coordinate the Continuing Education program with the regular college program

Round Three Results

Median	Q_1-Q_3	Intra-categor-ical Rank	Complete List Rank		
4.847	1.911	23	123	15.	expand "open-door" policy
6.196	1.262	2	3	16.	preserve academic excellence but provide more ways to offer education leading to such excellence
6.111	1.199	3	4	17.	emphasize "life-long learning" philosophy
5.250	2.184	21	115	18.	more emphasis on TEA-funded, non-credit, adult-vocational courses
5.214	1.722	16	90	19.	basic philosophy all right, but some organizational changes may become necessary
4.166	2.153	24	142	20.	two-year colleges have already made the necessary adjustments
4.944	1.686	19	102	21.	place the students' personal development and economic potential first
5.227	1.336	10	58	22.	priorities established for programs that benefit students most (due to finances)
5.145	1.446	14	76	23.	interdisciplinary endeavors
6.437	2.175	6	26	24.	if a college is only a junior college (university parallel) that college should become a community college

III

DISSERTATION TITLES

A

TEXAS A&M UNIVERSITY

1980 -
Wilson, Jerry

Administrative Functions and Taks Common to the Position of President, Vice President of Academic Affairs, Academic Deans, and Department Chairpersons in Public Institutions of Higher Education.

Major Professor - R. Stalcup

B

THE UNIVERSITY OF TEXAS AT AUSTIN

1980 - PhD

Barr, Margaret Joyce

Legal Constraints Governing Public Access to Facilities of Public Senior Colleges and Universities in the State of Texas.

De Los Santos, Miguel Angel

The Effect of Uncertainty Reduction Strategies on Criteria Used In Making Decisions: An Analysis of the Use of Panels of Experts.

Erickson, Nancy Cameron

Power and Decision Processes in a University.

Green, Charles Arthur

Development of Factors Affecting Enrollment in Minnesota Public Community Colleges and the Interrelation of Those Factors to Enrollment Trends.

Hernandez, Magdalena

A Study of the Relationship Between Support Services and the Retention of Mexican-American and Anglo Adult Students in Three Texas Community Colleges.

Ireland, Martha Ann

A Study of the Relationship of Lay Advisory Committee Usage and Measures of Technical Occupational Program Effectiveness in Dallas County Community College.

Little, Sylvia Hawkins

Sponsorship and Other Selected Factors Associated with the Mobility of Women to Public School Administrative.

Marshall, Joan Heide

A Longitudinal Study Using Tinto's Model of the Dropout Process On Traditional and Non-Traditional Students at Columbus College.

Mauldin-Taylor, Mattye Mae

A Psychosociological Analysis of the Graduate Experiences of Students in Educational Administration.

Miller, Clarence Gilbert

The Efficacy of Innovation Adoption in Special Education: A Test of Theoretical Formulations from Adoption and Change Theory.

Morfaw, Fidellis Noe'Eh

Some Job Context and Demographic Variables and Faculty Assessment of the Future of Academic Organizations.

Patterson, Mary Catherine Miller

A Study of Congruence Between Delphi Validated Policies and Procedures Which Promote Learning Among High-Risk Students and Current Practices in Selected Community Colleges.

Pitre, Frances Lee

Credit and Non Credit Education Opportunities Offered by Large Industrial Corporations.

Reed, Lester Willard, Jr.

Practices and Attitudes Concerning Methods and Information Used In Community Colleges to Determine the Need for Occupational Programs.

Schelmeir, Alan John

An Investigation of Part-Time Faculty Staff Development in Public Community Junior Colleges in the United States.

Semma, Goshu

An Inquiry into the Improvement and Maintenance of Work-Oriented Education Programs in the Ethiopian Educational System.

Sharpe, Edwin Reese

An Exploratory Investigation of the Organizational Environments of Academic Departments.

Solomon, Neal Paul

The Duties of Community College Administrators in Texas as Determined by the Time Spent and Task Difficulty Variables of the CODAP Method of Job Analysis.

Truett, Carol Ann Jasnasch

The Relationship of Library Services Provided to Developmental Studies Students and Student Persistence Rates in Texas Public Community Junior Colleges.

Chaney, Anna Claire Buie

An Analysis of Operations of the Student Ombudsman as Perceived by Students, Faculties, Administrative Staffs, and Functioning Student Ombudsmen.

Hall, Toni L.

Information and Decision Making: Using Follow-up Information from Community College Occupational Education Enrollees.

Kostoch. Arlene Joan

An Analysis of Personal Skills and Clinical Performance Evaluation of Associate Degree.

Nwokeji, Stanley

A Master Plan for the Establishment of a Community College Educational System in the Federal Republic of Nigeria.

Rocha, Pedro

An Investigation of Management of Critical Incidents by Mid-Level Community College Administrators in a Multicultural Setting.

Thompson, Terence R.

An Investigation of the Information and Decision-Making Competencies Required of Community College Administrators.

Van Antwerp, David

Characteristics of Management of Technological Educational Systems in Community Colleges.

Watkins, Karen E.

Managing Change: Roles and Stages of Concern of Administrators for Three Types of Higher Educational Innovations.

Wyatt, Jeannie

A Study of the Relationship Between Participation in a Computer-Based Career Guidance Process and Changes in Locus of Control Expectancy of Community College Students.

IV

APPENDIX

A

GUIDELINES FOR REPORTS TO THE TJCCIA RESEARCH COMMITTEE

I. COMPLETE REPORTS

a. Not to exceed 15 pages, single spaced

b. Include an abstract of the report, not to exceed one page

c. Information for a bibliographical entry

d. Information on availability of copies

II. ABSTRACT OR SUMMARY OF LENGTHY REPORTS/DISSERTATIONS

a. An abstract of 250 to 500 words

b. A report summary not to exceed 10 pages single spaced

c. Information for a bibliographical entry

d. Information on availability of copies

III. TECHNICAL STANDARD FOR ALL ITEMS

a. Copy to be in acceptable format for publication

b. Spacing - single or double
Double space between paragraphs

c. Margin - one inch, top, bottom, and both sides

d. Paper - white, 16 or 20 lb. plain bond

e. All types of community college information is requested; for example, dissertation abstracts or articles, institutional research and reports, articles, innovative programs or practices, and other types of research materials

f. Name of author
Title of publication
Date
University or Community/Junior College affiliate
University Supervising Professor

Selected Bibliography-Faculty/Staff Development
Glenn Ross Johnson

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Centra, John A. "Plusses and Minuses for Faculty Development," Change, 9, 12, pp. 47-48, 1977

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Davis, John A., "What's Happened to Instructional Development in Our Universities?" Audiovisual Instruction, 23, 2, pp. 14-15, 1978

Durzo, Joseph J., Organization and Implementation of Instructional Development in Higher Education: Some Basic Considerations. ERIC ED143323 April, 1977, 20 pages

Goodwin, Gregory and James C. Young, Increasing Productivity in the Community College. Topical Paper Number 67. ERIC ED156239 July, 1978, 49 pages

Grymes, Robert J., Jr., Staff Development for Adjunct Faculty. ERIC ED148409 May, 1978, 15 pages

Gueths, James, Faculty Development at UW-Oshkosh.ERIC ED153581 April, 1978, 37 pages

Hammons, James O. and Terry H. Wallace, "Staff Development Needs of Public Community College Department/Division Chairpersons," Community/Junior College Research Quarterly, 2, 1, pp. 55-76, 1977

Hammons, Jim and others, Staff Development in the Community Colleges: A Handbook. Topical Paper No. 66.ERIC ED154887 June, 1978, 74 pages

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Keim, William A., "Staffing: Where and How," New Directions for Community Colleges, 6, 1, pp. 13-18, 1978

Lawrason, Robin E. and John G. Hedberg, Predicting Successful Instructional Development Projects in Higher Education. ERIC ED153555 March, 1977, 31 pages

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McMullen, Harold G., The Instructional Clinic & Staff Development: When Faculty Come From Behind the Classroom Door. ERIC ED 144630 April, 1977, 14 pages

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Van Ast, John, "Guidelines for a Personnel Development System," Journal of Epsilon Pi Tau, 4, 1, pp. 34-40, 1978

Voegel, George H. and John A. Lucas, Evaluation of 1976-1977 Faculty Development Program, IX, 4, ERIC ED145880 RIE March, 1978, 30 pages

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Weichenthal, Phyllis B. and others, Professional Development Handbook for Community College Part-Time Faculty Members. ERIC ED156288 June, 1977, 142 pages

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